DOCUMENT RESUME

ED 449 723 HE 033 723

AUTHOR	Shepard, Curtis F.; Yeskel, Felice; Outcalt, Charles
TITLE	Lesbian, Gay, Bisexual, and Transgender Campus Organizing: A Comprehensive Manual.
INSTITUTION	National Gay and Lesbian Task Force, New York, NY.
PUB DATE	1995-00-00
NOTE	338p.; Sponsored by the David Geffen Foundation.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC14 Plus Postage.
DESCRIPTORS	*Bisexuality; Campuses; *College Students; Higher Education; *Homosexuality; *Organizational Development; *Program Development
IDENTIFIERS	Gay and Lesbian Studies

ABSTRACT

This manual is designed as a tool to assist campus organizers and activities with their organizing efforts on behalf of lesbian, gay, bisexual, and transgender (LGBT) students. It is a compilation of material from a variety of people and organizations grouped into broad categories of support for building a healthy organization, practical applications, and resource materials. The chapters are: (1) "Defining Your Group"; (2) "Building Your Group"; (3) "Managing Your Group"; (4) "Basic Skills"; (5) "Making Change"; (6) "Educating Your Campus"; (7) "Organizing for a Non-Discrimination Policy"; (8) "Organizing against Hate"; (9) "Responding to AIDS"; (10) "Faculty/Staff Organizing"; (11) "Alumni/ae Organizing"; (12) "Establishing a LGBT Resource Center"; (13) "Ending ROTC Discrimination (A Case Study)"; (14) "Domestic Partner Health Benefits"; (15) "Organizing for LGBT Studies"; (16) "Organizing Floors in Residence Halls"; and (17) "The Radical Right." The final section contains descriptions of resources and resource organizations. (SLD)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 449 723

NGLTF

LESBIAN, GAY, BISEXUAL & TRANSGENDER CAMPUS ORGANIZING:

A COMPREHENSIVE MANUAL

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY

J. Riggs

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

1

WRITTEN, EDITED AND PRODUCED BY

CURTIS F. SHEPARD, Ph.D.
National Gay and Lesbian Task Force

FELICE YESKEL, Ed.D.
University of Massachusetts, Amherst
and
DiversityWorks, Inc.

&
CHARLES OUTCALT
University of California, Los Angeles

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

● Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Fall 1995

BEST COPY AVAILABLE

HE033723

Contributors

Curtis F. Shepard is NGLTF's Campus Organizer. Prior to taking this position, Curt, who earned his Ph.D. in Education from UCLA in 1989, served as the executive director of the California Campus Compact, an organization of college and university presidents and chancellors dedicated to promoting student community service, and as a research associate for UCLA's Student Affairs Information and Research Office, an in-house research consulting group responsible for assessing student experiences and the delivery of student services within the University. While on the UCLA staff, Curt co-founded and was a member of the steering committee for the UCLA Lesbian and Gay Faculty/Staff Network. Curt was a member of the NGLTF Board of Directors for four years, serving as co-chair from 1991 to 1993.

Felice Yeskel, Ed.D. has been an activist, author and educator for many years, working in various social change movements including the women's movement and the lesbian, gay, bisexual and transgender movement, as well as movements for peace, students' rights and anti-intervention. She was founder and has been the director of the University of Massachusetts, Amherst Stonewall Center (formerly the Program for Gay, Lesbian and Bisexual Concerns) for over a decade. She is also an adjunct faculty member of the Social Justice Education Program of the UMass School of Education where she has taught both graduate and undergraduate courses on racism, sexism, classism, anti-Semitism and heterosexism. Felice is also the co-director of DiversityWorks, Inc., an organization of social justice educators that works with a variety of organizations including colleges and universities, social service agencies, religious groups and political organizations. Her areas of expertise include diversity training, multi-cultural organizational development, conflict resolution, leadership development, and team-building. She is currently the co-coordinator of Share the Wealth, a national organization that seeks to focus public attention on the widening inequality in our country and the social costs of this disparity to our economy, politics and culture.

Charles Outcalt is the Director of UCLA's LGBT Resources Office. Immediately before coming to UCLA, he served briefly in the Department of Public Policy at the Los Angeles Gay and Lesbian Community Services Center. Before that, he was a graduate student at Harvard University, where he co-chaired the university-wide LGBT Leadership Council, and at the University of Chicago, where he wrote on lesbian identity and experience. As an undergraduate at Michigan State University he founded the HIV Civil Liberties Appeal, a student group dedicated to protecting the rights of the HIV-positive.

Kevin Creed, production intern, began his involvement with the NGLTF and this manual in the Spring of 1995 through the UCLA LGBT Resources Office. He has enjoyed working with Curt Shepard at the NGLTF and is proud of what has been accomplished in the creation of this book, which he believes is an invaluable resource to the youth of the lgbt community.

Alex Zaphiris, photographer, is a UCLA alumna. Her photographs have been published and exhibited throughout Los Angeles. She savors ripe Hachiya persimmons and currently works in film production.

Rose Masterpol, photographer, has exhibited throughout Southern California. She is the in-house graphic designer for the Los Angeles Gay and Lesbian Community Services Center.

Special thanks also to Rachel Timoner, Beth Barrett, Kerry Lobel and Dr. John D'Emilio of NGLTF's Policy Institute; Dean Ellerbush, production volunteer; Dave Shpall of UCLA; Beth Zemsky of the University of Minnesota and Ronni Sanlo of the University of Michigan for their invaluable contributions to this project.

NGLTF

Generous financial support for this publication
has been provided by:

The David Geffen
Foundation

Alan Hergott

Leslie Belzberg

Clark L. Carrol, M.D. — For Adam

Stanley Newman

Skip Paul and Van Fletcher

Sam Watters

&

Out
MAGAZINE

Welcome to the NGLTF Campus Organizing Manual!

Dear Campus Organizers:

We write to you in our capacity as members of the NGLTF Board of Directors to present this impressively thick book — LGBT Campus Organizing: A Comprehensive Manual.

Based on extensive research conducted by NGLTF about the kinds of information and support campus organizers need and want, the manual contains contributions by students, faculty, staff and alumni/ae from campuses and organizations all over the country. As you flip through the pages for the first time, you'll notice that it's full of lists, sample documents and referral phone numbers — all designed to help you build healthy, effective, and long lasting organizations that have the ability to transform colleges and universities into safe and welcoming places for lgbt people.

We hope you'll think of this manual as a work in progress: If you see gaps in the information included here, if you know about allied organizations that aren't represented in these pages, or if there's any other feedback you'd like to share, let the NGLTF Campus Project know. In the meantime, just use it! Mark it up as you would a workbook, copy pages relevant to your events/campaigns, share it with others, but remember to leave it behind for use by the people who follow you.

With Pride!

Julio C Rosa

Júlio C. Rosa
Grass Roots Organizing
Weekends Coordinator
United States Student Association
Member, NGLTF Board of Directors

Lori J. Thomas

Lori Thomas
Planning Council,
Lambda of Southwest Texas
State University,
Member, NGLTF Board of Directors

NGLTF

Contents

Introduction page i

Section I: BUILDING A HEALTHY ORGANIZATION

Chapter 1: Defining Your Group page 3
- What's Our Purpose? page 3
- Setting Goals page 10
- What's Our Structure page 11
- Different Decision-Making Options page 13
- Appendix A: Sample Constitution page 17

Chapter 2: Building Your Group page 21
- Invite page 22
- Inform page 24
- Inspire page 26
- Involve page 27
- Leadership Development page 35
- Appendix A: Sample Flyers page 39
- Appendix B: Newsletters page 41

Chapter 3: Managing Your Group page 55
- Meetings page 55
- Making Decisions page 61
- Resolving Conflicts page 64
- Diversity page 66
- Accountability page 74

Chapter 4: Basic Skills page 79
- Funding page 79
- Public Speaking page 82
- Using the Media page 85

Giving Support page 90
Electronic Organizing page 93
Appendix A: Lists and Web Sites page 99
Chapter 4: Making Change page 101
What Do We Want? page 102
What's Wrong with What We Have? page 104
How Do We Get from What We Have to What We Want? page 105
Appendix A: Campus Life Studies page 112
Appendix B: Sample Survey page 113
Chapter 6: Educating Your Campus page 119
Speakers Bureaus page 119
Educational Programming page 135
Film and Video page 136
Printed Materials page 139
Appendix A: Evaluation page 140
Appendix B: Seminar Series page 142
Appendix C: Thematic Programming page 143
Appendix D: Film List page 145
Appendix E: Pamphlets and Posters page 153

Section II: PRACTICAL APPLICATIONS

Chapter 7: Organizing for a Non-Discrimination Policy page 161
Background page 161
Strategies for Activists page 162
Profiles of Successful Organizing Efforts page 165
Appendix A: Campus Non-discrimination Policies page 171
Chapter 8: Organizing Against Hate page 175
Background page 175
Impact of Bias Incidents page 176
The Campus Responses page 177
Strategies for Activists page 177
Appendices A-C: Anti-Violence Resources page 187
Chapter 9: Responding to AIDS page 191
The Role of LGBT Campus Organizations page 192

Basic Programming Guidelines page 193
AIDS Resources for Colleges and Universities page 194
Chapter 10: Faculty/Staff Organizing page 199
Issues to Consider When Getting Started page 199
Once Formed, Now What? page 201
Resources page 203
Chapter 11: Alumni/ae Organizing page 205
How to Start a LGBT Alumni/ae Association page 205
What is NetGALA? page 207
Chapter 12: Establishing a LGBT Resource Center page 213
What Are Your School's Needs? page 213
Embracing Diversity within LGBT Communities page 213
Working with Other LGBT Groups on Campus page 214
Building Coalitions with other Under-represented Groups page 214
Setting Boundaries page 214
Furnishing Your Center page 215
Reading and Research Materials page 216
Paying Attention to the Administration page 217
Checklist for Developing and Running a LGBT Resources Center page 217
Questions and Answers page 227
Appendix A: Sample Proposal for a Resources Center page 230
Appendix B: Booklist page 237
Chapter 13: Ending ROTC Discrimination (A case study) page 239
A Brief History of the Anti-ROTC Movement page 239
ROTC as an Issue of Educational Opportunity page 241
Freedom Project—Los Angeles page 241
Appendix A: Statement of Conscience page 245
Appendix B: Questions and Answers page 247
Appendix C: Chancellor's Letter page 250
Appendix D: Press Coverage page 251
Appendix E: Progress Report page 259
Appendix F: National Coming Out Day Events page 263
Chapter 14: Domestic Partner (Health) Benefits page 269
Background page 269

More Background: DP Benefits in the Context of the LGBT Movement page 271
Definition of Domestic Partner page 271
Current State of Employee Domestic Partner Health Benefits page 272
Domestic Partner Organizing Suggestions page 272
Anticipating Arguments Against Domestic Partner Benefits page 273
Appendix A: Health Benefits page 276
Appendix B: Recommendations page 277
Appendix C: Resources page 279
Appendix D: Sample Affidavit page 280
Chapter 15: Organizing for LGBT Studies page 283
Starting a LGBT Survey Course page 283
LGBT Perspectives in Mainstream Courses page 284
LGBT Studies Programs page 285
Chapter 16: Organizing Floors in Residence Halls page 289
History of 2 in 20 Floors page 289
Assess the Campus Climate page 289
Developing a Proposal page 290
Location page 291
Staff page 291
Comunity Development page 291
Recruitment page 292
Harassment page 293
Organizing on Your Campus page 293
Chapter 17: The Radical Right page 295
Tips on Responding to the Right Wing page 296
Countering Right-Wing Rhetoric page 301
How to Win: A Practical Guide for Defeating the Radical Right Locally page 303
Notes from a Campus Campaign Coordinator page 306

Section III: Resources

National page 320
State by State page 323
Youth page 327
Campus Coalitions page 329
Campus Resource Offices page 330

Introduction

Background, Purpose & Context

In the spring of 1993, the National Gay and Lesbian Task Force (NGLTF) rededicated itself to addressing the issues and concerns of lesbian, gay, bisexual and transgender (lgbt) people on America's college and university campuses. Although the Campus Project was launched by Kevin Berrill (to whom this manual is dedicated) in 1987, limited resources prevented the organization from fully funding or fully staffing the program. Between 1991 with Berrill's retirement from NGLTF and 1993, the Campus Project was maintained by a corps of dedicated volunteers. Realizing that the demand for support and assistance from campus activists was overwhelming the capacity of NGLTF to respond, and recognizing the organization's responsibility to young people within the lgbt movement, as well as the historical role of campus activism in social change movements, the NGLTF Board of Directors agreed to explore ways of fully funding the Campus Project.

As part of this exploration, the Board authorized a study to determine how NGLTF could be of assistance to organizing efforts on college and university campuses. Telephone interviews and campus visits with lgbt students, faculty and staff from dozens of institutions across the country revealed a consistently low level of functioning on the part of most lgbt campus organizations. This research revealed that student groups in particular were rarely engaged in efforts to bring lgbt subject matter into the curriculum. They were not strategizing for domestic partner health benefits. They were not marshaling resources to end ROTC discrimination. Nor were they participating effectively in efforts to defend lgbt communities from attacks from the radical right.

DEDICATION

To Kevin Berrill, the pioneering activist who, as a staff member of NGLTF from 1980 to 1990, brought the serious issue of anti-LGBT violence to the attention of our community and of the country at large. It was through Kevin's pathfinding work that he began to interact with student, faculty and staff organizers and activists, who sought his assistance in dealing with harassment and violence on college and university campuses. Thus was born NGLTF's Campus Project. Although he has moved on to other pursuits, Kevin's influence can be detected on every page of this manual. We are grateful for his inspiration, wisdom and friendship.

And to the brave lesbian, gay, bisexual and transgender campus activists who are transforming colleges and universities all across the country.

BEST COPY AVAILABLE

Instead, student groups were expending large amounts of time and energy simply keeping themselves together, having to re-invent or re-establish their groups year after year as people graduated or, with disturbing frequency, became burned out. On campus after campus, the yearly cycle was the same: The school year begins and a small group of lgbt people somehow find their way to each other. Perhaps there's an officially recognized lgbt organization, perhaps there are some officers in place, selected the previous Spring, and perhaps there's a meager budget. In any case, this small group of people are beginning the year without benefit of a road map — whoever was recording the activities of the previous year(s) took the notebook with him when he left and no one knows where he is. The newly selected "leader," if in place at all, is clueless about how to attract members, run meetings, make decisions, and plan activities or events. It's not her fault; no one knew to take the time to groom or prepare her.

And so, somehow, the group pulls itself together to do something — maybe a dance, maybe a speakers series, maybe a pride celebration — but since they don't really know how to go about attracting new members or enlisting volunteers for various tasks, the small group ends up doing everything themselves. Some spend so much time on the event that their school work suffers, while others become resentful and bitter about the "apathy" among other lgbts on the campus. They may or may not have a successful event, but burned out, angry and depressed, some in the small group decide it wasn't worth all the effort and they walk away, never to return.

And the next year, the cycle repeats itself.

With this pattern in mind, Curt Shepard, who was selected to direct the Campus Project from a NGLTF field office in Los Angeles, identified the Project's primary goal: to foster the growth of campus organizations that are healthy, effective and equipped to participate meaningfully in improving the quality of life for lgbt people in academe. Meanwhile, Felice Yeskel, Founder and Director of the Stonewall Center: A Lesbian, Gay, Bisexual and Transgender Educational Resource Center (formerly the UMass, Amherst Program for Gay, Lesbian and Bisexual Concerns), had been providing training and consulting to campuses across the country since 1984. She and NGLTF's Kevin Berrill conducted numerous day-long organizing workshops at national and regional conferences.

In 1989, Felice began work on a manual to try to communicate the lessons she had learned from years of organizing at UMass, Amherst and from consulting nationwide. Earlier drafts of this manual, published by DiversityWorks, Inc. under the title "Making Change on Campus: An Organizing Manual for Lesbian, Gay and Bisexual Students, Staff and Faculty," received widespread positive feedback.

When Curt met Felice and learned of the work she was doing, he asked her to collaborate on writing a more comprehensive manual to be published and distributed by NGLTF. After consulting with many activists across the United States on what such a document should contain, reading similar organizing manuals by different groups, and trying out some of these materials in various workshops, this manual was born.

Purpose of the Manual

This manual, the first written product of NGLTF's Policy Institute, is designed as a tool to assist campus organizers and activists with their organizing efforts, whether they are trying to establish a new lgbt student group on campus or launching a campaign for domestic partner health benefits. The manual is a compilation of contributions from a variety of individuals and organizations. While some of the material contained here was composed expressly for this purpose, to avoid unnecessarily re-inventing the wheel, much of it was collected — with permission and with credit given — from other sources. The Policy Institute regards the manual as a work in progress and will incorporate suggestions, new ideas, and updated resource lists into subsequent editions.

Our Work In Context

The 1994-95 academic year has been an eventful one on America's college campuses, where, just as in the broader lgbt community of communities, progress has been accompanied by backlash. At this writing, homophobia is alive and well on our campuses despite the existence of:

- ▼ Over 20 professionally staffed campus lgbt resource centers, five of which have been established in the past year;
- ▼ At least 240 campuses guided by nondiscrimination policies that include sexual orientation;
- ▼ Nearly 1200 campus organizations for lgbt students, faculty and staff (representing more than 600 different campuses) as monitored by the NGLTF Campus Project;
- ▼ At least 30 campuses with "hard" (i.e., health) benefits for the domestic partners of lesbian and gay college and university employees and over 60 with "soft" benefits (i.e., library and recreation center privileges);
- ▼ A proliferation of courses in lgbt studies;
- ▼ The start-up of New England Network (NEnet), one of several regional and statewide lgbt student coalitions around the country (e.g., Midwest, Texas, University of California Systemwide, Upstate New York); and

Photo © 1995 Alex Zaphiris

- The existence of an lgbt caucus within virtually every higher education/student affairs professional association.

Homophobic backlash has made its presence felt on numerous campuses during 1994-95. A sampling of campus incidents the Campus Project has been monitoring:

- Indiana University, where a right-wing Republican state legislator attempted to block funding for a newly approved lgbt resource center. Fortunately the center is up and running, but with private funding rather than the originally appropriated state funds;

- Stephen F. Austin College (Texas), where the student government, controlled by right-wing students, voted to de-fund and strip official recognition from the lgbt student group. Fortunately the president of the college intervened and the group's funding and recognition were secured;

- University of New Mexico, where, in November, 1994, $20,000 worth of journals addressing gay & lesbian issues and feminism were destroyed or stolen from the library and replaced with Nazi books, including titles such as "Pens under the Swastika". The incident is reportedly part of a string of hate crimes that have recently plagued UNM;

- Notre Dame University, where the lgbt student organization is being prohibited from meeting on campus, despite nearly a decade of solid community participation and on-campus meetings in the university counseling center. Student leaders were informed that the Catholic university's action was prompted by the group's decision last semester to advertise the meeting location; and

- Rutgers University, where racist comments made by the university president last fall have sparked intense discussion and debate about the campus climate not only for people of color but for lgbt people, as well.

These examples do not begin to fathom the range of incidents and issues that continue to affect the educational and work experiences of lgbt people on America's college and university campuses. And they don't even account for the effects of the 104th Congress, the Republican Party's Contract With America and the Christian Coalition's Contract With The American Family on the quality of campus life.

In the face of these and other challenges, the NGLTF Campus Project, in concert with the organizational colleagues represented in this manual, remains committed to assisting in the formation, development and long-term health of lgbt student, faculty and staff organizations. This work is not an end in itself, of course. We are equally dedicated to engaging ever-increasing numbers of campus activists, especially students, in lgbt concerns beyond the campus.

We at NGLTF hope that this organizing manual is as interesting and fun to use as it was to create. We welcome your feedback and suggestions on how to improve it. We hope it will be a useful tool for you in your organizing efforts.

NGLTF

SECTION ONE: BUILDING A HEALTHY ORGANIZATION

Introduction

The following six chapters are based on general organizing principles and techniques that clearly acknowledge the unique challenges faced by those working to improve the quality of campus life for lesbian, gay, bisexual and transgender people. Felice Yeskel has drawn on her many years of experience as director of the University of Massachusetts, Amherst's Stonewall Center (formerly the Program for Lesbian Gay and Bisexual Concerns) and over a decade of consulting and training on campuses nationwide with DiversityWorks, Inc. in developing this section. She has used not only her own experience and expertise, but that of numerous students, faculty, staff and activists she has known and worked with over the years.

Chapter 1:

Defining Your Group

By Felice Yeskel, Ed.D.

WHAT IS OUR PURPOSE?

Whether you are just starting your group or organization or are in a group that has existed for over a decade, when defining any group, there are three basic things that you need to figure out. These can be stated in the form of questions you will need to answer. The first is:

Who?

- ▼ Who currently makes up your group?
- ▼ Is this the ideal composition for your group?
- ▼ Who else would you like to attract?

The second basic issue is:

Why?

- ▼ Why have you created this group?
- ▼ Why is it needed?

The third issues is:

What?

- ▼ What makes your group unique?
- ▼ What is it you want the group to accomplish?

WHO?

In any group it is important to have a sense of who you are. It may sound a bit ridiculous, but really taking the time to think about who you are, and more importantly, who you are NOT, can give you the sense of direction and foundation that is vital to the survival and healthy growth of your group. If you are forming a new group it is important to identify who you want your members to be. This will be your base. However, the process of discovering who your membership is can still be very important even if you are part of a group that has existed for some time. In this case the question is, who are you now? Sometimes a group will continue to act as though its current members were the founders of the group even though the founders may actually have come and gone years ago. Perhaps all of the women left the group two years ago but that fact has not been acknowledged. Perhaps a significant number of your members are bisexual or transgender men and women while you continue to call your organization "gay and lesbian." Being part of a group on a college cam-

---

This chapter was adapted from an earlier version written during Spring '95 by University of Massachusetts, Amherst undergraduate intern Brian DeOliveira.

pus means you can be fairly certain that your membership will change regularly.

Once you have established who you are, you can ask, "Is this who you would like to be?" If you find that you are currently all men on a coed campus you might ask, "Is this how we want to be or would we like to be a mixed gender group?" If you are all undergraduate students on a campus with graduate and professional schools, you might ask, "Do we want to be an organization of undergrads or should we include grad students, staff, faculty, etc.?" If you are currently all white you might ask, "Is this our intent and if not what can we do to reach out to people of color?" If you are all seniors you might wonder, "Do we want to recruit some first- and second-year students so that there will be some continuity for next year?"

> ***There is often a need for specific groups of lgbt people to meet separately, in a safe space, to attend to issues that are specifically pertinent to them as a group.***

It is important to think consciously about group membership and, if you find that you are not currently who you would like to be, you need to develop a plan for attracting new members. It is important (though not always possible) to include as many of your ideal group members right from the start so that they can be part of answering the other questions you will need to consider. If there are no people of color, then the needs you identify may only reflect the experiences of white people. If there are no faculty or staff, the goals you choose will likely not reflect the concerns of these folks.

Inclusivity

Before talking about inclusivity, it is important to point out that there will always be a need for certain folks to get together in a safe space with other folks who share their experience. There may be times when bisexual men and women, for instance, will want to discuss their unique experiences. There may be times when gays, lesbians, and bisexuals of color will want to caucus. There may be times when women want to be in women's space. There is often a need for specific groups of lgbt people to meet separately, in a safe space, to attend to issues that are specifically pertinent to them as a group. It is important that this be supported. This need for separate space is not in contradiction with the goal of being inclusive; it is in fact one strategy to achieve inclusivity. As lgbt people, we understand all too well what it feels like to be excluded and unwelcome. Therefore, at times some of us may feel hurt or threatened when parts of our community want to meet separately. This issue is often quite tricky for groups to negotiate. But as lgbt people we also understand the need to be with others like us. It is vital that when creating our own groups, we attend to the special needs of other groups with the same sensitivity as we would expect from others when we want our own space.

Below is a list of some things to think about. Remember that each issue will vary depending on who comprises your group. Additionally, it is important to consider not only sheer numbers, but how each subgroup is represented within the power/decision making structure of the group, what roles they play, and what their interactions with others look like. Finally, it is crucial to recognize the importance of groups to be visible on issues that cross race, class and gender lines. (For more information and further elaboration of these issues please see the section on Diversity in Chapter 3,"Managing Your Group", pp 55-78.)

How are women/ men represented in your group?

LGBT organizations often fail to equally represent both genders. Again, keep in mind that this is fine if your group was formed primarily to support lesbians or gay men, etc. However, make sure that this is clear from the outset. If your group isn't gender specific, make sure that the dominant gender is making a concerted effort to obtain representation from the minority gender. This will not happen just by sitting there and hoping. You must actively go and pursue people from the under-represented gender.

Often it is women who are the under-represented gender, and men will be in the majority. If this is the case, it is important for men to take a close look at how the power/ decision making structure of the group is organized, what the group norms are, and what activities the group has done. It is not acceptable to have men in all the power positions. Everyone, and your group as a whole, will be better off if the power is more evenly distributed among both genders.

One good way to meet the needs of the minority gender is to ask them what their needs are. It is important to ask members of the under-represented gender to be specific about their requests and expectations.

How are people of color represented in your group?

The very first thing to realize is that coming out and living in the lgbt community is qualitatively different for people of color than it is for white and white ethnic people. Many of the services provided for lgbt students, if they even exist, tend to focus on the needs and concerns of European-Americans, with little attention devoted to the additional needs of students of color.

There are some important issues to understand when we talk about lgbt people of color. Sometimes lgbt students feel as if they must choose whether to primarily identify with the mostly straight communities of color or the mostly white lgbt community. It is stressful to deal with the homophobia of one community and the racism of the other. It is hard to feel like you belong anywhere when you come from two or more oppressed groups because it often feels like you must choose which one you feel is more important.

As a group, it is important to create a welcoming environment that allows all parts of someone's identity to be recognized and celebrated. Additionally, it is important to remember that all students of color will not have the same experience. For example, Asian American students have a qualitatively different

experience than African-American students, which is different than that of Hispanic/Latino students, and so forth. It is also important to remember that even folks within the same group will have varying experiences.

One way to be inclusive of people of color is to contact your campus racial/minority affairs office and let them know that people of color are welcome and encouraged to be a part of your organization. Ask them for suggestions on how to identify and recruit people of color for your group. Post flyers in areas where people of color are most likely to spend time. Ask people of color how your group can best meet their needs. They will let you know. Make sure that you then follow through to the best of your ability in making sure that those suggestions are considered.

How are people of different religions represented?
Another issue for lgbt groups to consider is their inclusivity of people from different religions. This means that you should not plan meetings, social activities, or other events on any groups' major holidays. It is important to not assume that Christianity is the norm (i.e., "holiday party" rather than "Christmas Party"). Some examples are Rosh Hashanah, Yom Kippur, Kwanza, and The Three Kings Day. Keep these and others in mind when planning your groups events. Additionally, find out whether there are certain dietary restrictions or other customs/rituals that people need to have attended to. As always, if you don't know, ask people what their needs are. Another issue to be aware of is the tendency for many folks in the lgbt community to make anti-religious comments. This can be difficult for people who are religious or are struggling with coming out and their connection to their religion. It is important to remember to speak from your own personal experience; not all religions are the same. Many have changed over the years and some are quite actively welcoming of lgbt people.

How are disabled people represented in your group?
This is a group that we have historically ignored. For too long we have not considered how accessible we are to people with disabilities. Where is your office? Where are your meetings held? Are they accessible? If not, can you make them accessible or meet somewhere else? Call your campus office of disabilities (or Affirmative Action Office) and find out how you can better reach and meet the needs of physically challenged lgbt people.

For many the inclusion of transgender people within the community is new. Some are still unsure what it means to be transgender.

How are LGBT people represented?
This seems like a silly question to be asking in a manual designed for lgbt groups. However, it is a very important issue to address. How are each of these subgroups represented in the main group? Often there is an unequal representation. The most likely exclusion would be of transgender and bisexual people.

For many the inclusion of transgender people within the community is new. Some are still unsure what it means to be transgender. There is a range of people who identify as transgender: people who are transsexual, people who are into "gender-bending," drag queens, and so on. In short, many who do not fit within the rigid confines of our society's gender norms consider themselves transgender. Transgender issues can bring up all kinds of feelings for people who have never encountered these issues and who don't understand them. However, it is important to bring up them because, especially in lgbt groups, issues will arise and it is our responsibility to educate the members of our community. We often categorize ourselves into subgroups based on gender (e.g., a lesbian rap group or a support group for gay and bisexual men). What happens to the individual who feels, for instance, that he is a woman trapped in a man's body? Does this person categorize himself as a woman or a man? As you can see, the issues can become quite complex. The best thing to do is to try to understand what the person is experiencing, and try to meet the individual's needs in whatever way possible.

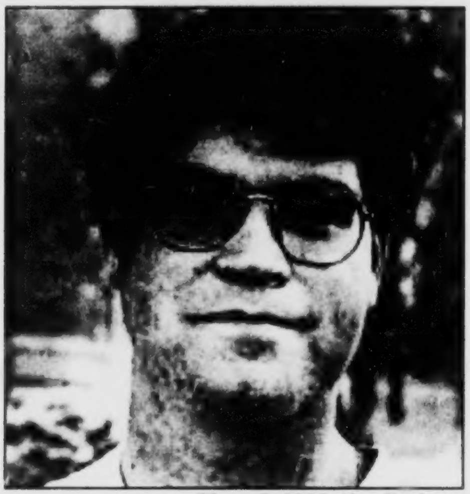


Photo © 1995 Alex Zaphiris

Often our communities try to distance themselves from the transgender community because they feel transgender people reinforce stereotypes. This notion of the "good" gay person must be challenged.

The same types of issues may arise concerning bisexuals. Many lesbians and gay men do not understand bisexuals. Try to keep your group from categorizing too much. Be inclusive of everyone. Most of all, try to create a group norm where it is possible to listen and ask questions so that you can better understand the needs of individuals in your group.

One of the most significant internal issues in the gay, lesbian, bisexual and transgender community is our differing degrees of outness. Many psychologists have described the various stages of coming out, from intense denial and self-hatred to openness and pride. It is easy to see that someone just coming out will have different needs and a different perspective from someone who's been out for 5 years. Do you make assumptions about people's degree of outness or comfort with being gay, lesbian, bisexual, or transgender? Someone just coming out may not feel comfortable with the "campy style" or "playful cruising" that goes on in some lgbt groups. On the other hand someone who's been active in "ACT UP" may feel put off by the low-key approach and "secretiveness" of some other groups.

WHY?

The second thing for any group to understand after "who" is WHY? Why does this group exist? What needs does it meet? The raison d'être of your group may be directly tied to the make-up of the members of the group. It is possible that you will find that you are a group of newly out students who need support to feel good about yourselves. It is a small leap to understanding, then, that the reason for your group is to support its members in their process of coming out. You may find that you are a group of faculty who all have research interests in lgbt studies; who feel isolated in your departments and who crave intellectual stimulation from other queer theorists. You may find that you are a group of over-worked graduate students who need time to relax and meet other lgbt people. The make-up of your group will determine what needs exist and why the group is important. Lots of groups exist that don't meet any real or felt needs of any of the members. These groups are difficult to maintain, and they rarely thrive. We are all busy people so we set priorities for what we will do. Often we will put our limited time and energy into a group or activity that meets our actual needs.

One of the most common problems that lgbt groups, in particular, run into is that the tension between those who want to be activists, and those who want to be social.

Sometimes a group will consist of people who all have widely divergent needs. This is a difficult situation. One response is to try to meet everyone's needs. This sometimes results in a group that is so diffuse or unfocused that no one's needs really get met. Sometimes groups pick two or three major needs to focus on. Another response is to break into sub-groups or to create different groups that each meet different needs. Whatever response your group chooses to deal with this situation, it is extremely important for your group to understand and be able to articulate why the group exists. If you can not clearly state the reason the group exists, then there will not be a sense of cohesiveness. Does your group primarily function as a social group helping to alleviate the isolation of lgbt people on campus? Is it primarily an activist group working to help your members feel empowered about their ability to create change? Or are you there to support folks who are just coming out? Struggles over these different needs can cause tension within the group. One way to become clear is to write up a mission statement that clarifies the needs that the group is trying to address.

One of the most common problems that lgbt groups, in particular, run into is the tension between those who want to be activists, and those who want to be social. It is important to realize that your group can fill more than one need. Whatever you decide, make sure that it is clear. This will help you to avoid ambiguity and unnecessary difficulty within the group.

Sometimes a group starts out as a coming out support group, or a social group, but at some point moves more towards activism.

It is important to underscore how the issue of coming out influences the process of clarifying the reason for the group's existence. Those who are further along the coming out continuum may wish to be activists or they may want to provide services to others who are just coming out. On small campuses there may be the luxury to form one group for coming out support, one group to provide a social context for people to meet and get to know other lgbt people, and one group to advocate for change with the administration. Sometimes a group starts out as a coming out support group, or a social group, but at some point moves more towards activism. What happens when the focus changes and new members have one need and old members' needs have changed? Again, it is good to think about both who is currently part of your group and who your potential members are.

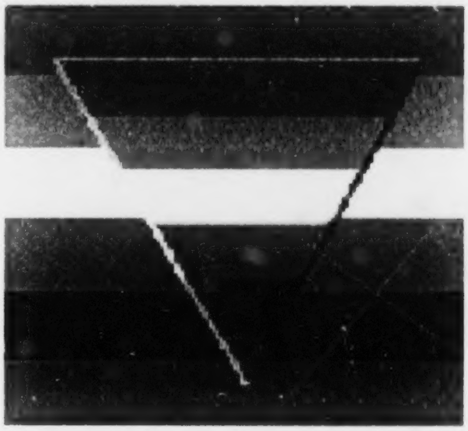
No matter what you decide, you should always be sensitive to the coming out process of each individual. Nobody should be "outed" before they decide for themselves that it is time. When you are insensitive to other people's coming out process, not only do you end up hurting them, but you will, in the long run, hurt your group. Nobody is going to want to join or be part of a group that they can't trust. The issue of confidentiality in lgbt groups is an important one. It is important not to make assumptions about anyone. Just because someone is out and active in one setting doesn't mean that they are out in every setting. It is best to err on the side of caution and ask each individual what they want.

WHAT?

In this section we focus on answering the question, what are you going to do to meet the needs you have identified? Now that you know who you are, and why you are what you are, you need to know WHAT you are going to do to get there. You need to have a mission for what you want to accomplish. You also need to set concrete goals and have a plan for meeting those goals.

Mission

In order for a group to be effective, it must have a sense of mission and purpose. If you can not clearly articulate your mission or purpose then it will be difficult for all your members to move in the same direction. The book of Proverbs says, " Where there is no vision, the people perish." While this might seem a bit extreme in this context, the concept is one to think about. In order for your group to function in a healthy manner, to get things accomplished, to all pull in the same direction, and to thrive over the long haul, you must have a vision or visions. Many groups have developed mission statements to express their purpose. The mission statement is usually broad and not tied to particular goals, strategies or tactics. However if the statement is too broad or far-reaching it may be nothing more than useless rhetoric. It is important to strike a balance. Mission statements also are inspiring and help to galvanize people into action. For example:



Our mission is to: *Foster understanding and to reduce fear, prejudice, and discrimination toward lesbians, gay men, bisexual men and women, and transgender people through a community-wide, media-oriented public education program.*

Setting Goals

The next step involves setting long and short term goals. If individual workers, members, and volunteers don't have the sense that their efforts are contributing to some higher purpose, they will burn out and lose their enthusiasm. It is important that people in your group have a sense that they are working toward something concrete. That something is of course dependent on what your specific group is doing. However, no matter what the focus — whether it be activist, social, or other — take the time to develop goals and objectives. This will give your group some focus; something to work toward. For example:

Goals

- ▼ To educate the campus community about homophobia; and
- ▼ To raise campus awareness about lgbt issues;

Objectives

- ▼ Produce a video about homophobia on campus;
- ▼ Regular advertisements in local newspapers;
- ▼ Distribute brochures in Spanish and English;
- ▼ Produce a series of educational posters;
- ▼ Develop a time-line and set priorities;
- ▼ Raise the funds to print a brochure; and
- ▼ Collect brochures produced elsewhere to be used as models.

Once these goals and objectives have been defined, it is important that we are reminded, in specific ways, how our work is contributing to the achievement of those goals.

We must additionally look at our past successes and failures. We must use these experiences to help guide us in making better decisions for the future. These experiences should be shared with the entire group, both new and old. This will help to foster a sense of cohesiveness and make it easier to share the groups vision with everyone.

There is one little problem. What if your agenda and other group members' agendas don't match? Hopefully, as stated before, if your group has taken the time to do the work through the previous two sections in a thoughtful manner, this won't be an issue. The first two sections should have helped you to clarify who is in your group (and who is not in your group), and your group's purpose. So ideally your agendas will be the same, or at the very least similar.

It is more likely that the points of disagreement will be found in differences about how you should reach the goals that you have set for yourself. Different ideas about how you will work together to accomplish your goals may surface. In part, how you go about doing things is dependent on your group's structure. Are you set up in a parliamentary fashion or is it more of a "collective?" These differences will be discussed further in the next section, "What's Our Structure."

Implementation Plan

Once you have defined your mission and set your goals, you must next decide on a plan of action that will help you to achieve those goals. If there are tasks to be done, decide how these will be accomplished. This includes figuring out who will do it, by when, and with what resources.

We must look at our past successes and failures. We must use these experiences to help guide us in making better decisions for the future.

No matter what else happens, if the members of the group listen to each other, treat each other respectfully, maintain trust, and work hard, your group can develop a strong cohesive group that lends a sense of meaning and a sense of belonging to what you are doing, for the group as a whole, and for the individuals who make up your group.

WHAT IS OUR STRUCTURE?

After clarifying your group's purpose, your goals, and what concrete steps you plan to accomplish your goals, it is important to consider how to structure your group so that you can do your work most effectively. When thinking about structure, it is important to remember that if you don't have a good structural foundation, you could have problems down the road. If people are not clear about the group's structure they will be confused about how they can participate and they will lose interest. Also, conflicts may arise.

Structure usually refers to the roles (and their functions) you establish for individuals within your group. There is no one right way to structure your organizations, each has its pros and cons. There are lots of variables to consider: who you are, why you exist, what you are planning to do, and what kind of relationship you want to have (or are required to have) to the larger campus structure. Being clear on each of these questions can make it easier to answer structural questions. The primary question to think about is: Which option will best serve our particular group? The answers to these questions are typically set forth in documents such as charters, constitutions, and bylaws.

There are several different leadership models. You can choose a parliamentary structure (president, vice president, etc.) or a collective one (various co-chairs, all with equal power). You can also choose among decision making processes; majority rule and consensus are the most common. In addition to these issues, you will need to decide on some basic logistical pieces such as: choosing a meeting place and time, deciding how often to meet, deciding on membership criteria, dues, and the process for selecting leaders.

It may be useful to consider some of the pros and cons of each of these elements:

Parliamentary
Often in a parliamentary structure one or two people (usually the officers) have the power to decide what is in the best interest of the entire group. One of the positive aspects of having your group structured in this way is that it is possible to make decisions quickly. There are some problems, however.

First, the one or two people in the power/decision-making positions often get burned out quickly. If you try to do everything yourself instead of utilizing others, you will not last very long. Remember that a good leader is able to see the potential of individual group members and will use that information for the good of the group.

Second, you must consider who is in the power positions. Who are these one or two people who are making decisions for the good of the group? Are they really making decisions for the good of the group, or to further their own personal agenda? Are they truly representative of the group in terms of race, gender, interests, etc.?

Your group should think of ways that you can reach out to under-represented populations and those who are not currently in your group.

How was it decided that these people would be in charge? Was there a vote and, if so, how many voted? Was everyone represented during the vote?

Finally, realize that if you choose a parliamentary structure, there is a high likelihood that one or two people will be in charge of making decisions that effect many people (although this may happen regardless of your structure). Do they consult with the group or make decisions in a vacuum? If they do not consult with the group and if they make decisions that are out of touch with the needs of group members, then others will not be invested in the decisions. If others are not invested in the decisions, they may either sabotage them or simply withdraw from the group. Being in charge in this way is a lot of responsibility and it can be an extremely hard position to be in.

If you choose to have your group set up hierarchically, you must be careful that you are still meeting the needs of the individuals who make up your group. ALL of the individuals who make up your group. Additionally, your group should think of ways that you can reach out to under-represented populations and those who are not currently in your group. Can you create additional positions which will give some decision making power and influence to minority group members?

Appendix A, pp 17-20, contains information about constitutions and an example.

Collective

Typically in this model, there is a group of individuals who are the governing body and decision makers of the group. Ideally, the members of this steering committee are representative of the members in the group. This set-up can allow for more diversity and greater representation of differing opinions in decision-making. Members of the steering committee share the responsibility for making decisions for the rest of the group. One benefit of setting up your group this way is that one or two people are not in charge of all the decisions. Additionally, this often means that more than one or two people are responsible for getting the work done.

There are usually at least five members of a steering committee and there may be twice that many. Because there are greater numbers, it is even more important to make sure that there is a diverse representation on the steering committee (a steering committee at a coed school comprised of eight white men, for instance, is problematic). If the members of the steering committee are representative of the group as a whole (or of the demographics of the campus) there is less of a chance that any one group or subgroup will be (or feel) left out or unattended to.

More perspectives represented may result in better decisions. Often, collectives operate by the consensus decision-making process. But even if a collective votes, it often takes longer to arrive at decisions because more people are involved. This may be a benefit for some decisions and may be considered too time consuming for others.

Different Decision Making Options

Two decision making processes that are most commonly used in small democratic groups are majority rule and consensus. Majority rule lets decisions get made when they are supported by a majority of those voting. In consensus the goal of decision making is to reach an agreement that is acceptable to all.

Majority Rule

This is the format or decision-making process with which most people are familiar. This process can be used in either a hierarchically structured or collectively structured group. In the majority rule design, not everyone has to agree on what the decision will be. One of the most common set of procedures for a majority rule decision making process is detailed in Robert's Rules of Order. The process is typically implemented by a chair or parliamentarian, and members can move to limit or extend discussion, call for votes, etc. Voting is formal either through a voice vote or written ballot. There are, however, less formal ways of using a majority rule process.

There is mor than one type of majority. A simple majority (50% +1) is most commonly thought of as majority rule, but majority rule decisions can be based on three-fifths, two-thirds, or three-fourths. In fact, any fraction greater than a half and less than unanimity can be used. A higher percentage can be used to give a minority opinion more weight. Some groups use different percentages depending on the nature of the decision, such as a higher percentage for procedural issues or budgetary ones.

Majority rule favors "either-or" solutions to problems with little impetus to reach broad agreement. It also helps to get decisions made in a timely fashion. It is often easier and clearer for members to understand how this process works. On the negative side, there will always be a majority and a minority. It is important to keep track of who is in the majority

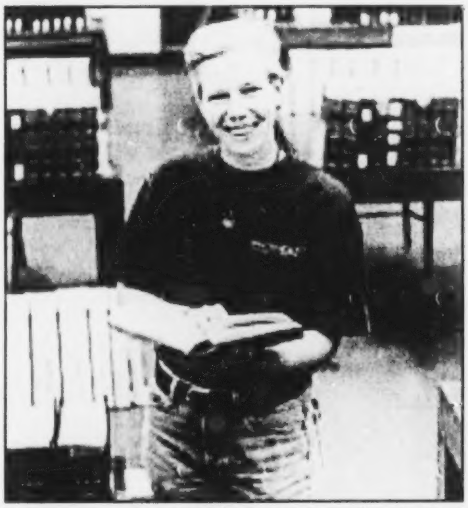


Photo © 1995 Alex Zaphiris

and who is in the minority; is it the women in your group who are continually getting over-ruled? Is it the bisexuals? Is it the gay men? Is it always the same group in the minority? If so, your group may be divided into two or more blocs. This may lead to intense competition, hostile debates, and the silencing of minority voices. If the minority group feels no power, they may try to sabotage decisions in other ways.

Consensus

In consensus everyone must agree to a particular decision for it to be valid. It DOES NOT, however, mean that everyone must agree on the issue. They simply must agree on (or not object to) the action that the group as a whole will take. The following description by the Center for Conflict Resolution makes this point clear:

> *Consensus stresses the cooperative development of a decision with group members working together rather than competing against each other. The goal of consensus is a decision that is consented to by all group members...Full consent does not mean that everyone must be completely satisfied with the final outcome—in fact, total satisfaction is rare. The decision must be acceptable enough, however, that all will agree to support the group in choosing it.*

Consensus relies upon information, articulation, and persuasion to clarify and change the minds of group members; it also uses compromise to reach agreement. There are a number of different ways to express dissent ranging from disagreeing but "standing aside," to totally blocking the consensus. Used in the spirit of cooperation, consensus can ensure everyone's equal power. Since everyone's input and concerns are part of the process, those decisions made by consensus are often the strongest decisions and the ones everyone is invested in. Using consensus can also help to strengthen interpersonal relationships and trust. However, there are drawbacks. Consensus requires commitment to real listening and caring about everyone in the group's opinion. It also requires patience, practice, and skills in conflict resolution.

Among the negative aspects of consensus is the amount of time it may take to make decisions. In order for the group to do anything, everyone must agree that it is the appropriate action to take. This can become an all-consuming process. It may be that your group will have to meet more often and spend more time working through different issues. If members share values, and there is a good amount of respect and trust, consensus may be worth the time involved.

In fact, some groups use both types of decision making processes; they attempt to reach consensus, but if a there is a pressing decision they may fall back on voting. That is, if there has been a significant attempt to reach consensus unsuccessfully, then the group may decide to decide by majority rule. In this case, there typically needs to be a two thirds majority.

GETTING STARTED

If you are starting a new group or resuscitating one that has been dead for years the following are beginning steps you may want to consider. Although many of these suggestions are geared to a student group, they can easily be adapted by groups of faculty, staff, alumni/ae, or mixed groups.

Find A Place To Meet. Decide on a place to meet. Check with your campus to see if they have rooms that you can use. Sometimes you must be a Registered Student (or Campus) Organization to use these rooms. Find out what it takes to become one. If meeting on campus isn't feasible then check with local churches and synagogues. You may want to consider meeting in someone's home, such as a supportive faculty member. Think about issues of accessibility, both to people with disabilities and also those on a bus line or a short distance from a central campus location. Choose one meeting site and stick with it.

Decide On A Meeting Time. Decide on a time to meet for the upcoming weeks and then stick to that time. It will be helpful for people to know exactly when and where they need to be each week. Word of your group will spread and the easier it is for folks to find you, the more likely that they'll get involved.

Find an Advisor. Some campuses require student groups to have advisors, but even if there is no requirement, it may be helpful in the long run to have a faculty or staff person be affiliated with your group. Make sure that you pick someone who is comfortable with lgbt issues.

Consider Establishing Dues. Some groups decide to raise money by establishing dues. Something to consider is whether you want to have members who can't afford the dues participate. Will their status be the same or different? Some groups do not choose to have dues and instead throw a fund-raiser. What ever you decide, raising money and how your group will do it, is something you should consider.

Create a Constitution or Charter. A Constitution or Charter contains your by-laws, or procedures for operating. It is the basic framework of your group's structure. It includes the group's name, purpose, leadership structure, voting procedure, membership requirements, and anything else that your group feels is pertinent to its successful functioning. Your school may require that certain things be contained in the constitution. Make sure that you check with an advisor if you want to qualify as a Registered Student Organization.

Remember that your Constitution or Charter is not a static thing. It can be changed. It will need to be changed, and it should develop and grow as your group develops and grows.

Establish Basic Guidelines. It will help create trust and safety if your group norms are clear. Decide how you want to operate together, and what you can expect from each other. Talk about confidentiality. This is a big issue to consider. This issue is especially sensitive for lgbt people who are in different places with respect to their coming out process. Some people aren't out on campus, and don't want to be out, while others may not care. It is important to not make assumptions and accidentally come out for someone. When this happens the sense of trust and safety is decreased for everyone in the group. Therefore, limit the number of people who handle your membership list, don't put anything identifiably queer on the outside of mailings, don't give/lend your membership list to any other group or leave it lying around the office. You may want to establish other basic guidelines for how you will deal with conflict or gossip, etc. Whatever agreements you make should be prominently displayed in your office or at meetings. You may want to review the guidelines at the start and end of each meeting.

Remember that you need to do the ground work in the beginning so that farther down the road, you will have something solid to work from.

▼▼▼

Here is one suggested oath that is read at the beginning and the end of one particular university's residence hall lgbt rap.

"Residence Hall Rap is open to people of all sexual orientations. It is intended to be a supportive, safe place for all members. Confidentiality is essential to ensure that everyone feels comfortable talking openly, and is particularly important to those who are just beginning the coming out process. We ask, therefore, that everyone who attends the meetings follow certain basic guidelines. First, that the names of those who attend should not be revealed to those outside the group. Second, that personal events and information should not be repeated by anyone other than the person discussing them, either to members or non-members, outside the meeting or in another meeting. Third, that members make an effort to be sensitive to those who may not be "out" outside the meeting, in leaving messages and in public conversations. In addition, we ask that anyone attending for research announce this at the beginning of the meeting. Please do not make assumptions about people because of their presence and remember to speak from your own experience."

by Ali Beck, Theater Major, UCLA.

CONSTITUTION

THE FOUNDATION OF YOUR ORGANIZATION

WHAT IS A CONSTITUTION?

The constitution of an organization contains the fundamental principles which govern its operation. It also establishes the specific rules of guidance by which the group is to function. All groups should have their basic structure and methods of operation in writing.

WHY HAVE A CONSTITUTION?

By definition an organization is a "body of persons organized for some specific purpose, as a club, union, or society." The process of writing a constitution will serve to clarify your purpose, delineate your basic structure, and provide the cornerstone for building an effective group. It will also allow members and potential members to have a better understanding of the organization's goals and functions. If you keep in mind the value of having a written document that clearly describes the basic framework of your organization, the drafting of the constitution will be a much easier and more rewarding experience. The process of preparing and adopting a new constitution should be deliberate, not haphazard; democratic, not authoritarian; and participatory, not closed.

WHAT SHOULD BE COVERED BY A CONSTITUTION?

The following items are standard information to be included in a constitution. The objective is to draft a document that covers these topics in a clear and concise manner.

*The name of the organization
*Purpose, aims, and functions of the organization
*Membership requirements and limitations
*Officers (titles, terms of office, how and when elected)
*Meetings (frequency, special meetings and who calls them)
*Quorum (number of members required to transact business)
*Referendum and Recall (procedures and handling)
*Amendments (means of proposal, notice required, voting requirements)
*Ratification, (requirements for adopting the constitution)

ONCE A CONSTITUTION IS ADOPTED — WHAT IS DONE WITH IT?

Remember the reasons for having a constitution. It articulates the purpose of the organization and spells out the procedures for its orderly functioning. Constitutions usually require a 2/3 majority vote of the membership for adoption. Once the constitution is developed, review it often. The needs of the group will change over time and it is important that the constitution is kept up to date to reflect the current stage of development.

(Make sure every new member of the organization has a copy of the constitution and other relevant documents. This will help unify your members by informing them about the opportunities that exist for participation and the procedures they would follow to be an active contributing member. A thorough study of the constitution should be a part of officer training and transition.)

THE CONSTITUTION OF THE UMASS, AMHERST LESBIAN BISEXUAL GAY ALLIANCE

ARTICLE 1: NAME

SECTION 1: The name of the organization is the Lesbian Bisexual Gay Alliance (LBGA)

ARTICLE 2: PURPOSES

SECTION 1: To provide safe space for all lesbians, bisexuals, gay people, heterosexual allies, and those questioning their sexuality.

SECTION 2: To provide an opportunity for lesbians, bisexuals, gay people, and heterosexual allies to develop a positive self concept, and to support their coming out processes.

SECTION 3: To provide advocacy for the LBGHA community, and to work toward dismantling oppression in all its forms.

SECTION 4: To increase awareness and acceptance of oppressed groups within the LBGHA community, and to foster and insure cooperation and unity among all subgroups of the LBGA.

SECTION 5: To sponsor activities and programs which provide opportunities for members of the LBGHA community to meet and connect.

SECTION 6: To facilitate discussion of current issues and and interests concerning the LBGHA community.

ARTICLE 3: MEMBERSHIP

SECTION 1: Membership is open to anyone in the University community who expresses good will toward lesbians, bisexuals, gay people, and heterosexual allies. Voting privileges are limited to SGA members.

SECTION 2: Persons elected to the Advisory Board of the LBGA are automatically members of the LBGA.

SECTION 3: Membership is obtained by registering with the Office Manager at an Infosocial or in the LBGA office. Voting privileges will commence at the Infosocial following registration.

SECTION 4: Membership lasts for one year after the date of registration and is renewable.

SECTION 5: Membership and voting privileges may be denied to anyone who is an obstruction to the general well being of the LBGA; a 2/3s vote of the membership at an Infosocial is required.

ARTICLE 4: SUBGROUPS

SECTION 1: A subgroup is a group within the LBGA formed by a sector of the LBGHA community to address its specific issues and interests.

SECTION 2: Subgroups shall be recognized by a simple majority of the Advisory Board.

SECTION 3: Subgroups shall have a coordinator and a regular meeting time.

SECTION 4: Subgroups may establish guidelines for the use of their space.

SECTION 5: All subgroups must honor the Constitution of the LBGA.

SECTION 6: The Advisory Board will provide for mediation services in the case of major conflicts within a subgroup.

ARTICLE 5: ADVISORY BOARD

SECTION 1: The Advisory Board is the governing body of the LBGA.

SECTION 2: The Advisory Board consists of the following, one of whom will be a liaison to the Program for Gay Lesbian and Bisexual Concerns.

* Facilitator/Meeting Planner
* Office/Financial Manager
* Political Caucus Chair
* Social Chair
* 2 Co-Diversity Chairs

SECTION 3: Responsibility of individual Advisory Board Members are as follows.

Facilitator/Meeting Planner works for efficient and fair running of both Advisory Board meetings and Infosocials. This person also plans workshops, videos and speakers for the "topic" part of the Infosocial.

Office/Financial Manager is responsible for purchase orders and budget reports to both the LBGA and outside organizations, as financial manager. As office manager, this person organizes the office, registers members and helps coordinate the 1 in 10 project. This position has signature responsibility and is a paid position.

Political Caucus Chair chairs the political caucus, which serves as a watchdog group for campus political activities. This person is also the LBGA liaison to the SGA and the Administration. The chair also coordinates LBGA endorsement of elections and ensures adequate GLB representation on Campus committees and task forces.

Social Chair organizes dances and other amusing diversions. The social chair also assists other Advisory Board members with the social aspects of their programs. This person has signature responsibility.

Co-Diversity Chairs maintain contact with other RSO's to foster communication, build coalitions with other progressive groups, and plan programming which addresses common issues and interests. These people also serve as a watchdog of the LBGA to ensure that issues such as accessibility and diversity are not neglected by the LBGA.

SECTION 4: All Advisory Board positions are nominated at an Infosocial and elected at the next Infosocial. Nominations and elections are held in the Spring semester of each academic year.

SECTION 4: If an Advisory Board member violates the purposes of the LBGA as delineated in this Constitution, a motion for their recall from the Advisory Board may be made and voted on at an Infosocial. A vote of 2/3s of the members present at an Infosocial recalls Advisory Board membership.

SECTION 5: If an Advisory Board member misses repeated Advisory Board meetings, her or his continued Advisory Board membership will be re-evaluated by the Board.

ARTICLE 6: MEETINGS

SECTION 1: Advisory Board meetings and Infosocials are held on a weekly basis.

SECTION 2: Quorum for the conduct of Advisory Board business shall consist of three members of the Advisory Board

SECTION 3: Infosocial times and days are determined and announced by the Advisory Board.

SECTION 4: In general business at both Advisory Board meetings and Infosocials, votes are determined by a simple majority.

ARTICLE 7: 1 in 10 Project

SECTION 1: 1 in 10 members shall give at least one hour of service every ten days to the LBGA.

SECTION 2: 1 in 10 members shall perform a variety of tasks to support the smooth functioning of the LBGA.

SECTION 3: 1 in 10 members will have free admission to all LBGA events, except where co-sponsorship prohibits this.

SECTION 4: 1 in 10 members are automatically registered as members of the LBGA.

ARTICLE 8: THE CONSTITUTION AND AMENDMENTS

SECTION 1: This Constitution may be amended by a 2/3s vote of the LBGA members present at an Infosocial.

SECTION 2: All amendments should be given to the Facilitator in writing at its time of consideration, and shall be tabled for one week.

Chapter 2:

Building Your Group

By Felice Yeskel, Ed.D.

Introduction: The Way It Is

So you want to get more folks involved in your lgbt group or organization. So you want to keep them involved and committed. So you want to feel a sense of lgbt community on your campus. You've tried everything you can think of and still one or two people are doing all the work. Or one year your group is great and the next year it's non-existent. Have no fear. You're not crazy; it's not easy. In fact it's probably one of the toughest things you'll do as a lgbt leader. And the most important. Without good leadership, it will be difficult to have a healthy group or organization. And without a strong group or organization it is difficult to create change on campus and improve the quality of life for lgbt people.

You don't need a lot of people to have a lot of impact.

You are not alone; most leaders run into the same problems on their campuses. The good news is that you don't need a lot of people to have a lot of impact. That's good, because on most campuses, most lgbt students, staff, and faculty are not "out." And many of those who are out, won't get active in your group no matter what you do. That's just the way it is. It does no good to complain at your meetings, "Where is everybody?" or "Why don't more people get involved?" If you focus on those who are at the meeting, and help them become more involved, your organization will grow. If you feel good about the work you are doing, support each other, and do what you do because you want to, not because you "have to," you will raise energy and interest. More people will get attracted to a group that appears vital. So, don't spend your time focusing on who's not there; focus on who is involved.

Don't spend your time focusing on who's not there; focus on who is involved.

But that doesn't mean you can just relax and be a cozy little group. Even though most lgbt people will not get involved, every lgbt person on your campus should know that your group exists, where it meets, what it does, and how to get in touch if they want to. They should be consistently informed about the group's

This chapter was based on "Building Your Group: Training materials for Public Housing Tenant Organizations in Massachusetts," by Anne Slepian, © 1990.

activities and invited to take part. They should be personally invited to take part whenever you know who they are. That's what it takes to keep your group alive and well over the long haul; that's what it takes to help your organization to grow. And that's what this section is about. There are no guaranteed formulas, but the following suggestions may be helpful to you.

In general there are four basic stages of involvement and four basic steps/skills that will assist you in your goal of helping people move through these stages leading to the building and maintenance of a healthy group or organization.

As a leader you must make sure that the following happen:

Invite▾Inform▾Inspire▾Involve

This section describes what each of these mean, why they're important, and how to do them. Also covered are the functions of leadership, the stages of group involvement, and the qualities of a well-functioning group.

Invite

Let all lgbt people on your campus know that your group exists, what the group is doing, and how they can get involved if they want to.

When you hold a meeting, get the word out. This can be an especially difficult challenge to lgbt groups. Since we are everywhere, but mostly not visible, it is often hard to know how to communicate with other lgbt folks. Use multiple methods, since no one method will work for everyone. Even though they are likely to be ripped down or defaced, put up notices/leaflets announcing your meetings. Put them all over campus — in the residence halls, dining halls, classroom buildings, student union, bus stops, etc. Some campuses have special places to put announcements that are protected by glass; try to get your flyers posted there. Put announcements in your school paper and in papers serving the surrounding community by sending out press releases and calendar listings. Send Public Service Announcements (PSA's) to your campus and surrounding radio stations. Get your lgbt group listed in your campus telephone directory. Ask sympathetic faculty to announce meetings in classes. Ask sympathetic residence hall staff to help get the word out.

Explain to people what will happen at the meeting, why it's important, and encourage them to attend. Tell people it's fine to come to a meeting to just check it out, without making any kind of commitment. Talk to everyone that you know who is lesbian, gay, bisexual, transgender or questioning their sexual orientation. Tell heterosexual allies to help spread the word too. Personally invite as many people as you can. Talk to people one to one; this can make a real difference.

If you don't invite lgbt people: Most lgbt people won't know that your group even exists if you don't invite them. You may be accused of being a closed group or a clique. You will be out of touch with what other lgbt folks need or want. You won't really be representing the constituency you're trying to reach.

If you do consistently invite lgbt people you will be fulfilling one of the basic requirements of a democratic group. People will know the group exists. You will give others the option of checking your group out. But remember, most people do not get involved just by being invited. Active members often get confused and angry about this. It is easy to become upset when their invitations alone do not bring people out to the meetings. It is also frustrating when people come to the meetings, but no one volunteers for any of the tasks.

Even though inviting is not enough by itself to get people involved, inviting is the essential first step!

How to Make a Leaflet

Do!

- Catch people's attention through:
    - Pictures
    - Big Bold Titles
    - Handwritten Captions
    - Bright Colors
    - Humor
    - Catchy Wording;
- Make it clear in one glance what you want from your reader;
- Make the date and time stand out:
    - Only put in the necessary information;
- Ask clearly and directly for what you want;
- Be persuasive;
- Appeal to the reader's self-interest;
- Make clear why this is so important;
- Explain enough so that everyone can understand; and
- Double check before you get it out·
    - Does it include date, time, location?
    - Is there a phone number to call for more information?
    - Is it clear who the flyer is from?
    - Are the copies clear and readable?

Don't!

- Make it drab or like every other flyer;
- Crowd in too much information;
- Use jargon or fancy words;
- Make your flyers look the same week after week, month after month;
- Assume your readers know what you're talking about; or

- Apologize or scold your readers, or make the meeting sound boring.

Appendix A, pp 39-40, contains some sample flyers.

Inform

Continuously get useful information to lgbt people on your campus. This information may include: what your organization is and what it does, what someone should do if they get harassed, community resources — locations of the good places to go to dance, hang out, have fun, good doctors to see at the campus health services, who in the administration is sympathetic to lgbt issues, what lgbt organizations/groups are in the area, good courses/professors, etc.

Ways to Inform LGBT Folks

Collect Information

- Ask students about their experiences with various support agencies on campus and in the local community; record this information;
- Ask students what information and skills they have to share; record this information;
- Ask college administrators for copies of regulations and policies concerning homophobic harassment and discrimination, AIDS, domestic partnership, ROTC, etc.;
- Talk to your reference librarian; see if the library is open to setting up a lgbt Campus Archive;
- Subscribe to local lgbt publications, and clip and save articles of interest to the campus community. Subscribe to a few major national lgbt publications, too;
- Subscribe to some lgbt user groups or bulletin boards on the Internet (See Chapter 4, "Basic Skills," on page 79, for tips on Electronic Organizing). This is a great source of up-to-date information. It is also a great way to get timely answers to questions you might have;
- Collect information about what's happening for lgbt people on other campuses;
- Collect information about what other agencies have to offer the lgbt community; and
- Collect names and addresses of interested folks on campus for a confidential mailing list.

Share Information

- Create a monthly or quarterly newsletter (see samples from the University of Pennsylvania and UMass, Amherst, Appendix B, pp 41-54);
- Get a bulletin board in a central location (ideally under glass), and update it monthly;
- Invite in guest speakers, show films and videos, sponsor workshops;
- Start a lending library, ask for donations, lend out books, newspapers, magazines;
- Get your school library and bookstore to start carrying more lesbian, gay, bisexual, and transgender materials;

- Make a brochure describing your group and distribute it widely;

- Make a pamphlet listing the lgbt resources on campus and in the local community;

- Set up an outreach program, for instance, a speaker's bureau, and get out into the residence halls and into classes; and

- Meet with the editors of your campus paper to explain what kind of coverage your community needs. You might ask for a weekly lgbt community calendar, forum, or column. You might ask for a special lgbt Issues Editor to make sure there is adequate news and feature coverage of our issues.

If you don't inform lgbt students most people won't understand what the purpose of the lgbt group is or what it does. Much of your group's work may seem irrelevant to other lgbt folks if they really don't know all that you do. LGBT people may not know their rights, the campus policies or grievance mechanisms, or that any help is available.

If you consistently inform lgbt students people will respect your lgbt group and view it as an important resource. Your group will improve the quality of life for many lesbian, gays, bisexuals, and transgender people on your campus. You will be working against those two dread conditions for lgbts — isolation and invisibility.

How to Inform

Getting information out about lgbt concerns is not always easy. Still there may be creative ways of sharing information that haven't been tried.

- Make a monthly lgbt newsletter or calendar. This can really help your organization. It can give your group a real presence and identity in the wider community, it can increase your legitimacy, and it can help folks connect with you. A simple newsletter/calendar can be a task taken on by one person or a committee but, of course, more is always better. The basic steps are:

  1) Gather ideas/events
  2) Write the articles
  3) Put it together
  4) Make copies
  5) Distribute it widely (post to email);

- Use your school paper; it's there to serve all students and it has a broad distribution and readership. Insist that your school newspaper makes sure that there are reporters to cover the lgbt "beat." Keep in touch with whoever is assigned to this beat (you may have to find a volunteer to be a reporter) and let them know what's happening with the community. Make sure you get announcements of your meetings and events regularly listed. Ask for regular coverage. Ask for a weekly lgbt community forum;

- Use campus radio stations and local cable TV stations. Let yourself be interviewed. Create events to get media attention. Find an angle that would make the media interested in what you typically do. What you do is interesting. Learn how to frame your work to attract the most attention;

- Use street theater and street speaking to inform passersby. While this may be scary, it is one way to reach people who may not know of your existence or what you're doing. Humor and drama can help to attract attention. This can also be a fun activity for "out" group members;

- Hold a rally, demonstration, or festival. Get balloons, make signs, sing songs, hold hands, have fun. Sponsor a speak-out, a vigil, a march, a QueerFest. You might do this to celebrate National Coming Out Day on October 11th, during Gay, Lesbian, Bisexual History Month in October, or during June to commemorate the Stonewall Rebellion and lgbt Pride Month;

- Hand out leaflets or set up an info table at busy intersections on campus. It is useful to be visible regularly, not just on special occasions. If possible, spend a few hours a week staffing a table in a prominent location, such as lunch time in front of the dining hall or Student Union Building. Have brochures about your group, resource guides, your newsletter and flyers for up-coming meetings and events. Have a sign-up sheet for interested people;

- Put table tents on the tables in your dining halls;

- Ask sympathetic faculty to make announcements in classes. If you give sympathetic faculty a written announcement this will increase the chances that they will remember to actually make the announcement; and

- "Underground Tactics" — stickers, wheat pasting, graffiti, chalking, etc. Some students have found these to be effective at getting attention. Unfortunately some of the attention is negative and may create a backlash. Chalking is the least permanent of these methods and so might sit easiest with the campus administrators. Maybe these tactics can be used as a last resort when you know that your posters will be torn down or defaced.

Inspire

What it means to inspire lgbt students: Let lgbt people on campus know about every success of your group. Spread the news of successes from individual people's lives. Spread news of accomplishments of other lgbt organizations or from the wider lgbt movement. Help people feel part of something bigger than themselves, or even bigger than your lgbt campus organization.

Ways to do it:

Find Successes

- Every step toward a goal is a success. Having a good meeting is a success. A new person coming out is a success. Understanding your group's problems/issues is a success. Having new folks attend your meetings is a success. Getting the administration to meet with you about your concerns is a success. If you notice each success along the way, you will have lots more energy to keep moving toward your bigger goal;

- Ask people about their personal successes. Notice the good news in the lgbt press and spread the word. Clip articles and make a "Good News Newspaper" by compiling your clips. Publish it once every six months or once each semester; and

- Call up other lgbt groups in your community, on other campuses, or national organizations and ask them to tell you a few brief stories about their accomplishments. Almost every right we have — the right to be a recognized student group, inclusion in non-discrimination policies, domestic partner benefits, the passage of the gay rights laws in various states, a million people marching in Washington supporting lgbt people and rights, etc. — was won by groups of people organizing and working together like your lgbt group.

Celebrate Successes

- Any time your lgbt group reaches a goal, make it news. Put out a flyer, hold a press conference, hold a rally. Make it clear that your lgbt group helped to make this happen. Don't be bashful. Unless you do this most folks on campus will have no idea that your group accomplished anything. Make it a habit to DO THIS FOR EVERY SUCCESS!;

- Hold an awards dinner/banquet and use the occasion to recognize people for their involvement and achievements. Make certificates of appreciation and give them to anyone who helped in any way; and

- Day to day, remember to notice what people do and thank them for their contribution. It's important to notice and acknowledge the little things as well as the big things. This also helps to increase motivation to do more.

If you don't inspire lgbt students most people will continue to be immobilized by hopelessness. You hear it all the time: "you can't win," "why bother to try to change things?" "you can't fight City Hall," "it takes so much effort for so little progress," or "this administration is so homophobic, we'll never get anywhere!" If you consistently inspire lgbt students slowly people will begin to realize that by working together you can accomplish things, that you can make changes. You will feel more energized and hopeful, and that feeling will spread. You will feel more connected to a wider movement, less isolated, and learn from others' success.

> *If you notice each success along the way, you will have lots more energy to keep moving toward your bigger goal.*

Involve

Give people the individual help and attention they need in order to get active and stay active with your lgbt organization.

Ways to involve people:

- Name your "Group Builders." Find a couple of people in your group who are good at coaching people and supporting new folks, and make it their recognized role to help the group. Some people already have the skills and personality to reach out and get people involved. Guilt and criticism do not get people involved. Getting people involved generally requires slow, patient, persistent, one-to-one encouragement. Someone has to take the time to listen to people, find out their interests and abilities, and give them jobs to do for the group. Often people need to start with jobs that are simple, small, and one-time responsibilities before they will take on bigger commitments. Often the outspoken leaders of a group are not great at getting other people involved. It's just not their strong suit;

Photo © Alex Zaphiris

- Create Committees. People do not feel involved by sitting passively at a meeting. They feel involved by doing something — making a phone call, writing a letter, hanging up a flyer, planning an event, chairing a meeting, etc. People feel involved when what they do matters to them, when they are engaged in a meaningful activity. In big meetings individuals rarely feel like they matter. But when a person is part of a small working group, and the group is counting on her or him, then the person knows s/he makes a difference. A committee is any small group of people (ideally 2-6 individuals) that takes on a specific task/role. Some typical committees in lgbt campus organizations are: (1) Social, (2) Education, (3) Membership, (4) Diversity, (5) Finances, (6) Publicity and Outreach, and (7) Political Action. Any two or more people working together to accomplish something for the group may be called a committee. It is useful to name committees because it helps people to feel that the work they do matters and is taken seriously by others. It is useful to have one designated committee chair, convener, or contact whose name and phone number are available;

- Recruit One-to-One. Many leaders make the mistake of asking for volunteers in a big group during a meeting. "Who wants to put up posters for the dance?" (Silence.) This silence drags the whole group down. Everybody's hopelessness surfaces ("No one ever wants to help") and for leaders there is also isolation ("I'm the only one who ever does anything"). Instead of asking for volunteers in the group, think about who might be good for the job, ready to take on such a challenge, and ask that person personally and privately. Say specifically what you are asking her/him to do (what's involved) and why you think s/he would be good for it: "Jackie would you like to help poster for the dance, since you live off campus I thought you might easily poster downtown." Or: "Brian would you be up for joining the membership committee, since you're relatively new to the lgbt group I thought you might have good suggestions for how to be more welcoming to other new folks."

Once you have one or two people who have agreed to take on a job, you can ask if there are additional volunteers at a meeting. It's much easier to say, "Jackie, would you stand up? Jackie will be postering downtown tomorrow anyone want to work with her on that?" or "Brian has agreed to work on new member orientation; are there a few others that will join him Wednesday night to talk about how to make newer folks feel more welcome in our group?;"

▼ Listen to People's Needs and Concerns. Usually people have concerns about accepting a job. How much time will it take? Will this push me to be more "out" than I'm ready for? How long is this commitment for? Do I know enough to handle the job? Who else is working on this task with me and do I like them? Will my roommate find out I'm gay? Do I have to work with my ex-lover? Will I have to do things that are uncomfortable? These concerns are not excuses; they are real concerns you need to respond to and answer. Often people will not state their concerns directly, so you will have to listen carefully to understand the underlying reason someone is hesitant. If you can answer their concerns, great. If you can't, and the job isn't right for them, accept their "no" graciously;

▼ Help Committees Carry Out Their Jobs. Often people say yes to joining a committee, but they really don't understand or know what to do. So in this case the "group builder" needs to be a coach. Here are some things the coach can do:

a. Help the committee set up a first meeting. First get them to set an agenda. If there is no designated convener, chair or contact person, help one be chosen. Help the committee clarify its goals and tasks. At the meeting make sure they decide who will do what so that each person has a clear and do-able task.

b. Make arrangements to check in with the committee chair or some designated person once a week to see how things are going. Make sure you are friendly and supportive and not acting like a watchdog or judging their progress;

▼ If people don't follow through on their tasks, don't give up on them angrily and decide they're useless. Instead find out what happened and encourage them to try again. Unexpected things come up; school work is often the priority. Help others on the committee develop a forgiving and encouraging attitude;

- Make sure you encourage people to do things their way, not just your way, the chair's way, or "the way we've always done it." Creativity and new ideas should always be welcomed; and
- When conflicts arise between committee members or members of the group that get in the way of the group's functioning, help people talk to each other and resolve their conflicts. Avoidance doesn't usually solve things, but makes everyone feel less safe.

Provide Ways to Learn

Joining an organization can be bewildering to newcomers. Often as leaders, we forget how much we really know. Sometimes the administrative red tape is too confusing (or new people fear it is); sometimes people are newly "out" and think they don't understand the issues enough yet. Find a dignified way for new people to learn the basics. Show them how your office is set up, take them through the files, introduce them to the already active people in the group, let them know where folks hang out informally (you'd be surprised how much of your group's business really happens here), help them understand student activity policies and regulations, and tell them some history of your group's accomplishments. Hold workshops and training sessions for the whole group to learn some of the basic skills. Have an experienced member buddy-up with a newer person, and be the new person's teaching partner for as long as necessary for them to feel they know the ropes.

Appreciate Each Person's Work

Make it a routine part of every meeting to thank by name every person who contributed time and energy. Make sure all your leaders are acknowledged and appreciated frequently. Everyone in your group is a volunteer and has other important things to do. Most people get plenty of criticism; make sure this is balanced by lots of appreciation, or no one will stay involved for very long. If you have trouble getting people to take on things or be involved, this is a crucial lesson. The way in which your leaders and most active members are treated sets a model or tone for the whole group. If those who do any little thing are appreciated for it, others will more likely take things on. If people are criticized, and their hard work is not valued, others will become more reluctant to take things on. If leaders are happy in their role others will want to be leaders. If leaders are resentful, burned out, isolated, or unappreciated others will steer clear of leadership.

Although involving others takes a lot of work and may seem emotionally draining in the short-run, it is worth all the effort in the long-run. If you don't involve others and build their leadership, your group will die. Sooner or later (maybe two months, maybe two years) the group will eventually dwindle to a handful of tired and resentful people. For good or bad reasons other lgbt students will criticize these leaders, but will not join them. The group will have less and less activities, less visibility, and less credibility. Once this handful of leaders leaves, the group will be in crisis. Sometimes a mostly dead group like this can limp along for a long time without really working.

If you consistently involve other lgbt students no one person will be indispensable. That is, Laura can go away her junior year or Chris can take a leave from school and the group will survive these transitions. When leaders want to (or need to become) less active, other people will be more than ready to fill their shoes. The group will have enough energy to carry out projects, and develop increasing clout on campus. And in the process you will get to know a lot of great people.

"I'm Not Really Interested..."

When you first talk to other lgbt people about your group, you are likely to get lots of negativity: "Oh, that group is so cliquey!" "I could never be in a group with so and so." "I always get over-involved and I'm already spread way too thin!" People may be reluctant to get involved for lots of reasons.

Your job is to find out those reasons, and see if you can do anything about them. The way to do that is to LISTEN.

Ask questions to understand people better. What's going on inside of them? What's holding them back? What's their underlying feeling? Sometimes nothing you can say or do will make any difference. If every time you suggest something they have a "Yes, but....." comeback, this may be the case. Often, however, people have genuine fears and concerns which need to be addressed before they will give a lgbt organization a try. Here are some examples of common concerns and ways you might try to address them.

Fear

"If I do anything it will somehow get back to my parents that I'm gay and they'll kill me."

"I want to go to law school someday; I can't get involved because it may ruin my career."

"My lover's really 'closeted' and I don't think she'll like it."

"The captain of the football team lives down the hall from me!"

"I come from a really conservative, small town and my roommate's from there."

Some ways you can answer it:

First of all empathize and validate the person's fear. It is based on some reality. People are at different stages in the process of coming out. Respect these differences.

- ▼ Tell the person s/he can be part of your group or organization without ever having to be visible on campus. There are up front roles and behind the scenes roles. Does your group have any policy on keeping names of members confidential? Maybe you should consider this;
- ▼ Tell them about school policies about non-discrimination/harassment of lgbt people. Make sure they know what resources exist;
- ▼ Explain that many lgbt students feel safer after they get actively involved because they develop a stronger support system and feel better about themselves; and
- ▼ Tell them about your experiences and the experiences of other active lgbt students. Do any of these experiences help to reassure any of their fears?

Hopelessness

"Nothing will ever change on this campus; it's a waste of time to try!"

"We tried that 2 years ago; it won't work."

"Everybody's so apathetic; no one will do anything!"

Some ways you can answer it:
First of all empathize and validate the person's feeling of despair. It is based on some reality. Perhaps it is an over-generalization.

- Find out exactly what they tried to change, how they went about it, and what happened. Point out the differences between this situation and that one, show how it's different and why;
- Show that some of the conditions on campus (locally, in the state, country, world) have changed. Now there are more people involved, there's more help. Now there are heterosexual allies also involved. There is more understanding of lgbt concerns by the administration;
- Point out the alternative — doing nothing — isn't comfortable either; doing nothing also has consequences. Suggest they try it for a few months and then check in again. Make a bet. Ask what they really have to lose by trying again;
- Invite folks from other campuses to visit, have them tell success stories; and
- Make light of the hopelessness: "You're right, it's totally hopeless, guess we should just lie down and die. Let's forget about it all and party."

Low self-esteem

"I'm not really good at anything."

"That's too complicated; I could never do that sort of thing!"

"You don't really need me — ask Tiffany-Amber. She'd be much better."

Some ways you can answer it:
First of all, empathize and validate the person's feeling of incompetence. It is based on some reality. Perhaps it's what they've been told all their lives. However, it is probably an over-generalization — everyone is good at something.

- Find out more about their life. What have they done? What interests do they have? What do they do for fun? Have they ever had a job? Have they been on another campus? Have they helped take care of younger brothers and sisters? From knowing them better you can guess some of the skills they may have. Most people don' t realize how much they know;
- Find out what they are good at, and ask them to contribute that. "Oh you like to cook; how about making some cookies for our bake sale fund-raiser?;"
- Ask them to keep you company while you do some lgbt group work. Make it something small and easy — going on an errand, sitting in on a meeting, listening while you make some phone calls, walking around as you put up leaflets. Often by watching they can see that the work is not as hard as they feared; and
- Start very small: "Would you drop this letter in the mail for me?" Gradually work up to bigger things, giving encouragement and appreciation each step of the way.

Other common concerns

- No Time. Explain that everyone is very busy, and even a little amount of time (half an hour per month) can be a big help to the lgbt student group. Find out what kind of time they do have and suggest a job to match it. If they have 10 minutes here and there, they might help with postering. If they have a few hours each month, maybe they could work on the newsletter;

- Personality Conflicts. Help people find ways to be involved without having to work with people they dislike. There are always tasks people can do on their own. They can work as part of a committee or start a committee with people they do like. Find out if there is a specific conflict you could help clear up;

- Misunderstanding the lgbt Group. If you listen you may discover people are reluctant to get involved because they have mistaken ideas. They think the group is just a social club. They think it's "too" political, and everyone plays "more politically correct than thou" games. They think it's male-dominated. Help them understand the group's goals and purposes. Even if the group isn't evolved in one area yet, tell them you're open to growing in that way and that they could be a big help;

- Impatience With Meetings. Find ways for people to get involved without having to go to the meetings. Have them take tickets at a dance, mail out press releases, staple newsletters, etc.;

- Lack of Interest. Not interested in what? Find out what is interesting to people. What touches their life? Chances are, they could help create a committee based on this interest — volunteering in local AIDS service organizations, a support group for lgbts of color, a lgbt skiing weekend, etc.; and

- Sexual Orientation Issues. If you listen you'll often discover that some people don't feel okay about being lgbt. Like all of us, they have internalized the homophobia in our society. Sometimes getting more involved and hanging out with lgbt people is important to feeling better about ourselves. Feeling proud of being lgbt can be a wonderful by-product of involvement.

Personal Check List Of What I'm Doing To Get More People Involved

1) Have I been asking people to help?
Do I ask new and different people to do things or do I depend on the same old folks?

2) Do I make people feel welcome?
Do I huddle with my friends or talk to new people at the beginning of meetings? Do I volunteer to do things with different people or the same old ones?

3) Do I make clear what job I am asking people to do?
Be sure that the job has a definite beginning and end. People do not want to sign up for life, so do not get them to overcommit themselves.

4) Do I ask people to do things that I know they can do well?

People are more willing to begin things they know they can do. Later, when they are really a part of your group, they will be more willing to try new things.

5) Do I tell people how their job fits in with the rest?
People want to understand things that they are a part of, and they work best when they know that others are depending on them.

6) Do I let people know that their work is important?
If people feel that you are just "looking for anyone" they will also feel easily replaceable and less responsible for doing a job.

7) Do I discuss people's goals with them and how they fit into the goals of the organization?
People have their own reasons for volunteering, and you need to know them in order to lead effectively. Also, you must help people keep their expectations realistic, otherwise you will not be able to meet them.

8) Do I ask people what they would like to know? Do I give them time to ask questions?
Many people are reluctant to ask questions, but they will work better if they have done so.

9) Do I make my contacts in person?
Do not rely on printed circulars, letters and phone calls. There is no substitute for talking face-to-face. It lets the person know that you consider the discussion important, and it gives you a chance to get acquainted

10) Am I enthusiastic about the importance of our work?
Do not apologize or belittle it. Your mood will get across to the people you talk to, and they will respond to it.

Four Stages of Group Involvement
In order to be truly healthy, an organization needs people at all four of the following stages of group involvement. Good leadership will help people grow from one stage to the next:

Passive Supporters
Passive supporters are people on your campus who are glad your organization exists. They may never once come to a meeting or an event, stop by your office, or sign a petition. They may very well not yet be out of the closet. However, just the existence and visibility of your group can make a big difference to them. It might help them to feel a bit better about themselves or be reassuring.

Attendees
Attendees are those who may come to meetings or events, but they don't get involved in the work of the group. They don't (yet) take on tasks. Many lgbt student leaders can't understand how they can attract a few hundred people to a

dance, yet have no one to help put up the posters that advertise the dance.

Helpers

Helpers are those folks who are willing to take on specific tasks if they are asked. They may come to the office and help mail out the newsletters or spend an hour staffing a table or hanging up flyers. They may even take on a larger task such as setting up a lending library.

Core Members

Core members are those individuals who take responsibility for the overall functioning of the group or organization. These are the folks who are the organizational leaders and they are the ones whose job it is to build the group and help others grow in their involvement.

Leaders are the ones who think about developing other people's leadership.

A common mistake that leaders or core members make is expecting or needing everyone to be a core member just like them. This is an unnecessary goal; in fact it is often a destructive one. People typically take on leadership one step at a time. It is from your passive supporters that you draw your attendees. People are not likely to help out if they have never attended one of your meetings and/or events. And it is a rare core member or group leader that didn't first start by helping someone else out. Recognizing and appreciating each person for their current level of involvement is the best way to help them up their involvement. Berating people and making them feel guilty for not doing exactly what you do is one of the surest ways to drive them away.

Leadership Development

Many people do not understand the function of a leader. They think that the leader is the out front person who makes the speeches, or meets with the administration, or talks with the press. These are indeed leadership functions, but leaders are also the ones who think about the group or organization as a whole. Leaders are the ones who think about developing other people's leadership.

Have you ever been part of a group where there were tensions and conflict over the issue of leadership? Sometimes there is a leadership vacuum and everyone is apprehensive about taking leadership, while at other times one person is very controlling and there is a reaction against leadership. Sometimes leaders bemoan the fact that no one else is willing to do anything; meanwhile the other group members feel there is no space for their involvement. If you have experienced any of these situations you are not alone. Many groups struggle with issues of non-existent, poor, over-burdened, or ineffective leadership.

However, leadership is essential for every group. Very simply leadership is the willingness and ability to think about the group as a whole and to offer some direction and influence in helping the group accomplish its goals. Expressed another way, leadership is a composite of learnable skills through which the efforts of individuals are coordinated to accomplish group goals. A good leader is someone who does this well; this may or may not be the designated group leader (chair, coordinator, president, etc.). However, it is useful for leaders to have a clear mandate in order to exercise leadership, to take initiative, and to make decisions.

Many groups are realizing that having "a leader" doesn't work well for them. Everyone else may withdraw and expect "the leader" to do it all. There is too much pressure and responsibility for one person to handle so leaders get burned-out. What is the alternative to one burdened leader or no leadership? Shared leadership or group-centered leadership are useful leadership models. According to these models, leadership is seen as a set of functions or roles that can be fulfilled by anyone in the group (the more the merrier) rather than a personality trait of one individual. These functions can also be rotated over time.

In general there are two major types of functions or roles which must be fulfilled in order for a group to function well. These are task and maintenance functions/roles. The task functions relate to the content of your group's work, while the maintenance functions relate to the process of your group's work. Task leadership is the kind of leadership that gets tasks accomplished. Maintenance leadership is the kind that attends to the emotional well being of the individual members and the group as a whole. Task leadership can get things done, but may alienate people in the process. Both functions/roles are essential for every group and must be in balance.

The ability to perform both task and maintenance functions is not hereditary; it is learned. A good leader can assume many of these functions, and most importantly, can tell which function is necessary in each situation.

Task Functions/Roles

- Preparing an agenda;
- Recommending goals or objectives;
- Framing key questions or defining problems;
- Problem-solving and offering solutions;
- Providing and clarifying information;
- Moving the group to act or make decisions;
- Keeping track of decisions and information;
- Offering opinions and asking for others' opinions;
- Summarizing and offering conclusions;
- Elaborating by giving examples or explaining; and
- Asking questions to gain relevant information.

Maintenance Functions/Roles

- Welcoming and introducing people;
- Actively listening to others' ideas, paraphrasing other speakers;
- Making sure discussions are inclusive;
- Facilitating communication by encouraging quiet or shy people to speak up or making process suggestions;

- Appreciating people for their contributions and attendance at meetings;
- Expressing feelings or noticing others' feelings;
- Relieving tension in the group;
- Encouraging others to express their opinions and recognizing others' contributions; and
- Compromising, admitting mistakes to maintain group cohesion.

To sum up these tips on leadership, the following check lists may help you think about your group's relationship to leadership and to leaders:

Qualities of Good Leaders:

- Commitment;
- Honesty;
- Positive Outlook;
- Confidence/Self-Assurance; and
- Trust in Others.

Skills that Leaders Need:

- Listening;
- Diplomacy/Tact;
- Personal Organization;
- Goal Setting; and
- Recruitment.

Problems that Leaders Face

- Isolation;
- Attacks;
- Over-dependency;
- Burn-out; and
- Expectations of perfection from self and others.

What Leaders Need From Members

- A clear mandate to exercise leadership;
- Support from members and other leaders; and
- Honest feedback.

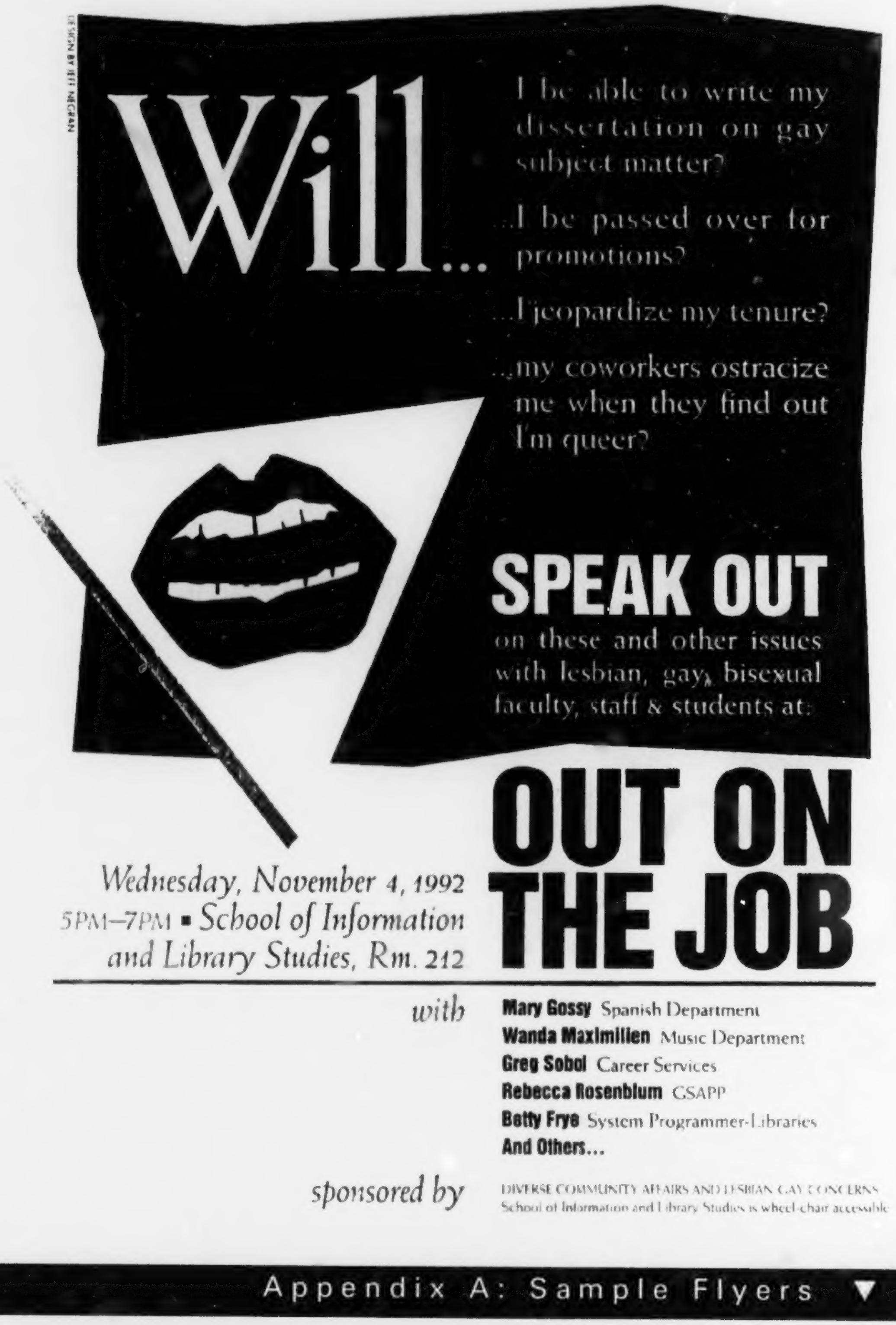
Evaluating Leadership for Your Group
Some important questions to think about to evaluate leadership in your group include:

- What style of leadership does your group have? What is good and what is hard about this for your organization?
- Is there diversity among the leadership of your group or is it all white or male or lesbian/gay?
- Who in your group seems to have power and influence? Is this official (mandated) or unofficial? What are the effects of this?
- What would happen if certain key people were to leave the group?
- What roles could you rotate or share?

- What are you doing to help develop the leadership skills of your members?
- How do you support people who take on leadership in your group?

Qualities of a Well Functioning Group
No group can exemplify all these qualities all the time. It may, however, be useful for your group to consider in which areas you function well and in which you may need to improve.

- People feel like they belong and are valued;
- Group goals are clear (this includes both short-term and long-term goals);
- Group structures and processes are clear and widely understood by the members;
- There is a sense of cohesiveness; people generally like each other and feel safe and supported;
- People's opinions are listened to and they are consulted about decisions;
- Diversity and uniqueness are respected;
- Group norms are explicit and flexible;
- There is good communication;
- There is consciousness about issues of oppression;
- There is a commitment to resolving conflict;
- Leadership is supported and developed;
- There is on-going training and skill development;
- People have fun; and
- Evaluations of the group happen regularly and adjustments are routinely made.



DESIGN BY JEFF NEGRAN

Will...

I be able to write my dissertation on gay subject matter?

...I be passed over for promotions?

...I jeopardize my tenure?

...my coworkers ostracize me when they find out I'm queer?

SPEAK OUT

on these and other issues with lesbian, gay, bisexual faculty, staff & students at:

OUT ON THE JOB

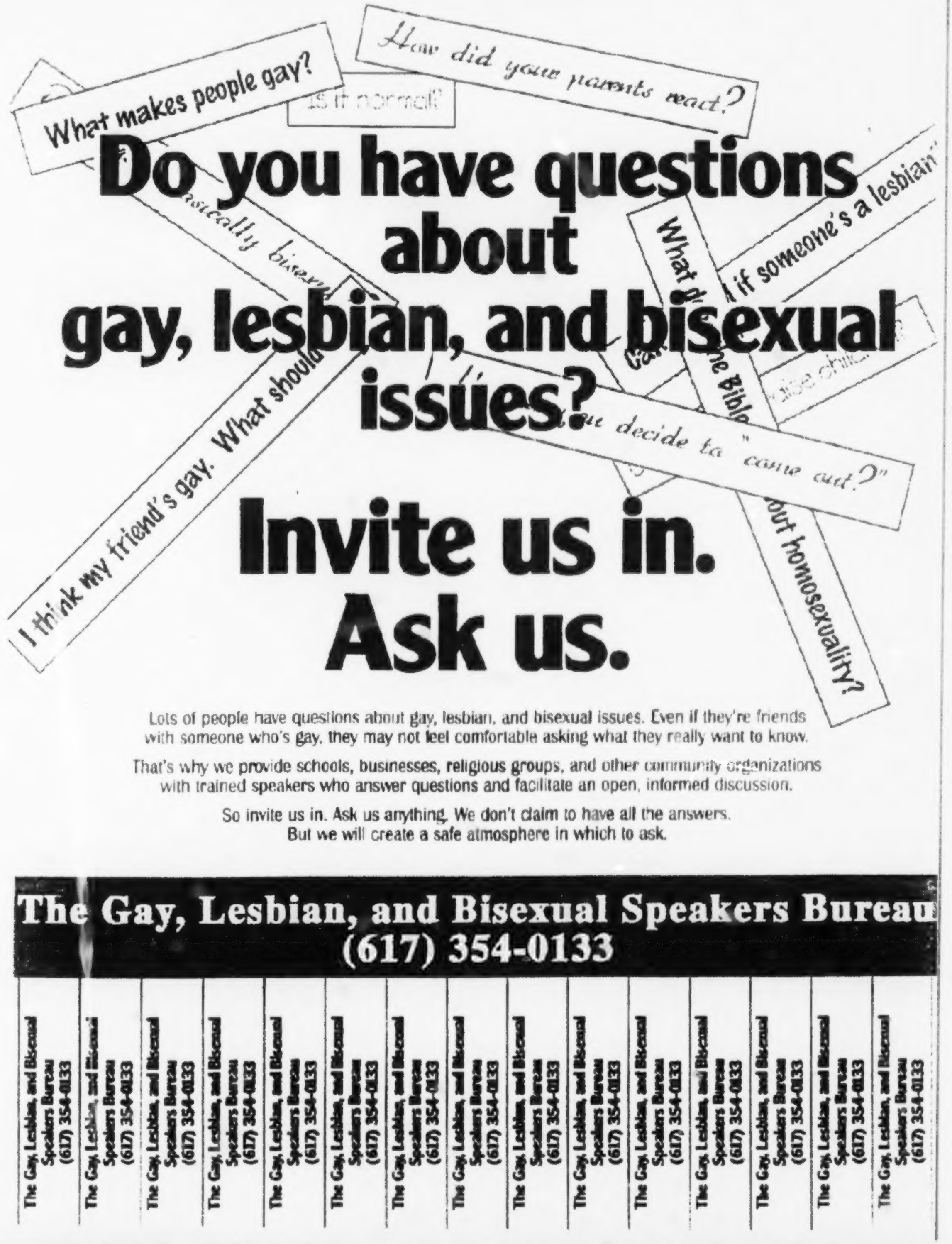
Wednesday, November 4, 1992
5PM–7PM ▪ School of Information
and Library Studies, Rm. 212

with

Mary Gossy Spanish Department
Wanda Maximilien Music Department
Greg Sobol Career Services
Rebecca Rosenblum GSAPP
Betty Frye System Programmer-Libraries
And Others...

sponsored by

DIVERSE COMMUNITY AFFAIRS AND LESBIAN GAY CONCERNS
School of Information and Library Studies is wheel-chair accessible


What makes people gay?
Is it normal?
How did your parents react?
sically bisexu
if someone's a lesbian
What d
e Bibl
out homosexuality?
Can
I think my friend's gay. What should
u decide to "come out?"

Do you have questions about gay, lesbian, and bisexual issues?

Invite us in. Ask us.

Lots of people have questions about gay, lesbian, and bisexual issues. Even if they're friends with someone who's gay, they may not feel comfortable asking what they really want to know.

That's why we provide schools, businesses, religious groups, and other community organizations with trained speakers who answer questions and facilitate an open, informed discussion.

So invite us in. Ask us anything. We don't claim to have all the answers. But we will create a safe atmosphere in which to ask.

The Gay, Lesbian, and Bisexual Speakers Bureau
(617) 354-0133

The Gay, Lesbian, and Bisexual Speakers Bureau (617) 354-0133
The Gay, Lesbian, and Bisexual Speakers Bureau (617) 354-0133
The Gay, Lesbian, and Bisexual Speakers Bureau (617) 354-0133
The Gay, Lesbian, and Bisexual Speakers Bureau (617) 354-0133
The Gay, Lesbian, and Bisexual Speakers Bureau (617) 354-0133
The Gay, Lesbian, and Bisexual Speakers Bureau (617) 354-0133
The Gay, Lesbian, and Bisexual Speakers Bureau (617) 354-0133
The Gay, Lesbian, and Bisexual Speakers Bureau (617) 354-0133
The Gay, Lesbian, and Bisexual Speakers Bureau (617) 354-0133
The Gay, Lesbian, and Bisexual Speakers Bureau (617) 354-0133
The Gay, Lesbian, and Bisexual Speakers Bureau (617) 354-0133
The Gay, Lesbian, and Bisexual Speakers Bureau (617) 354-0133
The Gay, Lesbian, and Bisexual Speakers Bureau (617) 354-0133
The Gay, Lesbian, and Bisexual Speakers Bureau (617) 354-0133
The Gay, Lesbian, and Bisexual Speakers Bureau (617) 354-0133

OUTlines

Vol. 4
No. 4

What's IN for those who are OUT (or not) at PENN

April
1994

In This Issue:

Goings-on In and Out of Penn 3

University Extends Benefits to Domestic Partners 4

PLGBCAP Bibliography 4

Commission Receives L/G/B Feedback 5

Queer Cabaret 5

HUP and OUT 6

'GLAD to See Cheryl Dunye! 7

Gay Men's Discussion Series at Penn 7

As most of you probably know, March 18th to the 25th was the week to celebrate who we are, how we live, and who we love. BGLAD '94 consisted of many different events: old standbys like "My Best Friend is Gay," the PFLAG discussion, and, lest we forget, the keynote address and the kick-off dance, as well as new events like the "Queer Cabaret," lunch on the green, and the "Straight But Not Narrow" dance. All of the events were well attended and the overall impression seems to be that it was a smashing success. BGLAD is the one time of the year when many divergent elements of the community come together to celebrate their commonalities. This issue of *OUTlines* includes articles about some of the 22 BGLAD events. Many thanks to all persons involved in helping make BGLAD the fabulous week it was. ▼

BISEXUAL GAY LESBIAN
BGLAD
AWARENESS DAYS '94

Activist Margaret Cerullo Delivers Keynote Speech

by Steve Hocker

Lesbian feminist activist, scholar, writer, and Penn alum Margaret Cerullo, in her keynote address for Bisexual, Gay, and Lesbian Awareness Days at Penn, reflected on the current political and cultural moment within which we find ourselves. She addressed over one hundred students and community activists at the Annenberg School for Communication. She challenged lesbian, gay, and bisexual people to come out and join the larger political discussion. While she did not trivialize the risks of entering the public sphere, she argued "[t]hat risk of exposure is the risk of community. And not to take that risk of community won't promise us safety but only a terrible isolation." She was also quick to point out that her view is a minority position. The major cultural response that is articulated by the right is one that frames the promise of a multicultural community as a threat. "Within the framework of threat, the right has insisted on the fundamental right to safety, to define freedom as the right to speak without having to know or consider the effects of one's speech, to see as its fundamental right the right to ignorance."

That defensive response provides the context within which hate radio can be understood. The right has been successful in its inversion of victims and oppressors,

(continued on next page)

Keynote Speaker

(continued from page 1)

as well as its construction of the white middle class male as an endangered species. "One of the great ironies of our time," Cerullo says, "is that it is Farrakhan who has become the emblem of hate speech in our culture and not Rush Limbaugh or Jesse Helms."

In spite of the fact that Republicans lost the White House to the Democrats, Cerullo believes lesbian, gay, and bisexual movements are still mostly concerned with countering attacks from the right. Over a year into Clintonism, not much has changed. "The right is still setting the political agenda on most of the issues that are being debated on foreign policy, on welfare, on crime, on race and on urban policy," she said.

"They have been depleting and exhausting our resources nationally. They are unrelenting. We cannot overemphasize the role of the right wing in fostering homophobia." While anti-gay initiatives failed to gain support or were ruled unconstitutional in Oregon and Colorado, the right has introduced other anti-gay legislation in other states and municipalities. "They have introduced a new initiative in Oregon that the Supreme Court has said could not withstand legal scrutiny, but the Attorney General said that he doesn't care, he will put it on the ballot. Why don't they care? They seem to have endless resources and motivation to fight these initiatives state by state," Cerullo said.

Last year, lesbian, gay, and bisexual rights advocates lost municipal initiatives in New Hampshire, Maine, and Ohio. These initiatives actually struck down anti-discrimination protection for lesbian women and gay men from existing civil rights laws. Cerullo sees these losses as a harbinger of a very dangerous trend actually to withdraw legal protection once granted to people: "Submitting people's constitutional rights to a popular vote is a very dangerous trend indeed," she said, adding that statewide initiatives are currently on the ballot and coming up for consideration in elections this year in Oregon, Arizona, Idaho, Maine, Missouri, Michigan, Washington. More are in the works in Colorado, California, Kentucky, Montana, Oklahoma, and Ohio.

The right's agenda is to forbid school districts from teaching tolerance or acceptance of gay and lesbian people, to make it illegal for cities and states to adopt and enforce civil rights legislation and protections for gay and lesbian people, to force AIDS education materials to make moral judgements about homosexuality, to permanently institutionalize homophobia and heterosexism at the grassroots level, so that even the Congress or the White House will be unable successfully to challenge them.

The most serious challenge to the struggle for lesbian, gay, and bisexual liberation according to Cerullo is the right's success in activating and mobilizing the polarization between race and sexuality. She sees this polarization as an effort to divide the potentially united civil rights community and to split off issues of sexuality and equal protection for lesbian and gay people. She sees some of the strategies deployed by lesbian and gay activists—what she calls the "politics of respectability"—as "aiding and abetting" that polarization. "First the leadership in our movement projects the image of our community as rich, white and male. Because we feel unsafe, we try to ally ourselves with the powerful," she said. Without acknowledging people of color within our own community, she contends "we fall prey to a rhetoric of a privileged minority demanding special rights."

One strategy around the polarization is to demand a national urban policy. According to Cerullo, "one of Clinton's strongest continuities with the Reagan-Bush era is the continued wholesale abandonment of our cities. White straight suburban flight coupled with the suburbanization of resources has led to the current erosion of the quality of urban life." The decline of the quality of urban life, as well as the irresponsibility of our government to support its citizens, would not have been possible without refiguiring the inner cities as scenes of immorality, decadence, and vice.

"The more the white straight middle class sees itself under siege, the deeper they move into housing tract isolation, the deeper they delve into the self-enclosed worldview of suburban plight, the more they fear the outside world," she said.

Cerullo acknowledges that this is familiar to urban sociologists, and is a standard progressive analysis of the failure of urban policy. Few analysts would dispute that "inner city" is shorthand or a codeword for race, "but what is always astonishingly absent, what is never recognized is that the cities are also where lesbians, gays, and bisexuals are most concentrated. That means not only a withdrawal of basic support for ethnic and racial minorities, but for sexual minorities as well. It should be a priority of our movement to demand an urban policy."

Cerullo's insightful analysis of the current culture wars as well as her lucid articlation of this crucial moment in our movement is worth careful consideration and reflection. ▼

Steve Hocker is a graduate student in the Annenberg School.

Goings-on In and Out of Penn

Includes listings through the summer...

May 5, Thursday, and every Thursday, 7:30 pm

Grassroots Queers Meetings

Philadelphia community queers plan direct actions and political organizing.
Penguin Place, 201 South Camac
Call 545-7453 ext. 2 for more information.

May 13, Friday–May 15, Sunday

PrideFest

Philadelphia's annual weekend celebration of lesbian, gay, and bisexual pride includes dozens of workshops, performances, readings, and speeches. Many events are free of charge. For a list of events, call the PrideFest offices at 790-7820.

May 14, Saturday, 4:00–7:00 pm

Penn GALA Annual Alumni Weekend Wine and Cheese Reception

$5 for members and their guests; $3 for current students; 1994 graduates admitted at no charge.
Smith-Penniman Room, Houston Hall

June 12, Sunday

Philadelphia Lesbian, Gay, Bisexual Pride March and Rally

Call 564-3332 for information.

June 18–25

Gay Games IV

New York City
Call Penguin Place at 732-2220 for information.

June 26, Sunday

Stonewall 25th Anniversary Pride March

New York City

September 7, Wednesday evening (tentative date)

PLGBCAP Orientation Orientation

Call 898-5044 for information.

September 9–11, Friday–Sunday

Sisterspace Pocono Weekend

Sliding fee $90–$140
Call Sisterspace at 476-2424 for information.

University of Delaware to Host L/G/B Symposium

The Lesbian, Gay, and Bisexual Concerns Caucus of the University of Delaware will sponsor an all-day symposium on April 22. The conference, "Lesbians, Gays, and Bisexuals on Campus: A Symposium on Campus Climate," will bring together l/g/b students, staff, and faculty from around the country to present papers and participate in a series of roundtable discussions. Presentations will cover a variety of issues, including curriculum, discrimination and harassment, student advising, and partner benefits.

Bob Schoenberg and Elizabeth Storz, Program Coordinator and Program Assistant of the Program for the Lesbian, Gay, and Bisexual Community at PENN (PLGBCAP) will lead a round table discussion. Among the issues participants will discuss are: working with l/g/b student organizations, programming for lesbian and bisexual women in male-dominated environments, and meeting the particular needs of lesbian, gay, and bisexual staff and faculty. Bob has also arranged a post-symposium dinner on the Penn campus, to give those conference participants who coordinate l/g/b programs the chance to share experiences and challenges, as well as to look ahead to other opportunities to meet and collaborate. The Delaware Symposium and the dinner-discussion are excellent opportunities for vital interchange about l/g/b campus life, especially in this time of increasing backlash against our struggles for equal rights and protection on campus. ▼

OUTlines
April, 1994

University Extends Benefits to Domestic Partners

In July 1976, a University faculty member, Dr. Kenneth George, wrote to the then-Director of Personnel Relations pointing out the inequity of not providing benefits to the partners of lesbian and gay employees. This was two years before the University instituted a policy of non-discrimination on the basis of sexual orientation. In December 1993, fifteen years after the establishment of the non-discrimination policy, University trustees voted to extend full benefits to domestic partners.

A lot of people worked very hard in the intervening years to make it happen. There was a concerted effort in the mid-1980s which was stonewalled by the central administration. In the summer of 1990, a small group of people from Penn's Lesbian/Gay/Bisexual Staff and Faculty Association began meeting and strategizing. The official route was taken first. The group's proposal took two years to be reviewed by the University's Personnel Benefits Committee which ended up not endorsing the concept. A new set of strategies was adopted. Among them was lobbying with various administrators, including several LGBSFA members meeting with their respective deans and directors. In January 1993, some LGBSFA members made a presentation to the President's Advisory Group (which includes the Provost, all deans, and a few other high-level administrators). Later that spring, then-President Hackney appointed a Task Force to study the issue. The Task Force's report, issued in October, was comprehensive and strongly supportive. This report facilitated a positive advisory vote from University Council and the subsequent action by the Trustees.

The Benefits Office began an implementation process almost immediately. As of the annual Open Enrollment period (April 4–18), a system was in place for the registration of domestic partners was in place and virtually every benefit and privilege extended to heterosexual spouses was available to same-sex domestic partners. (Only one health care option, albeit one frequently chosen by Penn employees—Blue Cross/Blue Shield 100—could not be extended to domestic partners this year; Blue Cross/Blue Shield hopes to have the state approval necessary to offer this plan no later than Open Enrollment 1995). Anyone who has questions about domestic partner benefits should call Mary Simkins in Human Resources at 898-5116.

The provision of benefits to domestic partners—though a long time in coming—is a major step forward for the lesbian/gay/bisexual community at PENN. Everyone who contributed to the achievement of this milestone deserves our gratitude. ▼

PLGBCAP Bibliography

You've spent the whole semester reading textbooks. Now that it's summer, you have a chance to read about lesbian, gay, and bisexual people! If you're looking for summer reading ideas, the Program Office's new bibliography lists four pages of queer books.

Read about the history of lesbians in Buffalo, how to talk to your parents about your sexuality, how l/g/b families change the American conception of kinship, how to fight homophobia, new religious perspectives on homosexuality, or the lives of Black gay men. Shock the other swimmers as you lounge poolside reading *The Construction of Homosexuality*! Goof off at your summer job with *Odd Girls and Twilight Lovers*!

The Program office's new bibliography is a great way to kick off your summer reading. The bibliography is available free at the Program office—stop by and pick one up! Also, if you're staying near campus this summer, most of the books listed—and many more—are available in the lending library. ▼

Commission Receives Feedback from L/G/B Community

Following the troubling incidents on campus last Spring, President Hackney appointed the Commission on Strengthening the Community to study the campus climate and make recommendations for its improvement. On November 4, several members of the lesbian/gay/bisexual community met with Dr. Gloria Chisum, Commission Chair, and other members of the Commission, at the monthly Common Agenda meeting, to share their perspectives and make suggestions. Community comments centered around the theme, "Visibility=Harassment; Invisibility=Exclusion," which was developed by several people following the Lesbian/Gay/Bisexual Community Retreat in late October. A detailed statement was sent to Dr. Chisum in early December reiterating the recommendations made at the meeting.

The Commission issued a preliminary report on February 1. Some of the concerns expressed at the November 4 meeting were incorporated into the report; others appeared generally (depending on interpretation of vague language); the remainder were not included at all.

Another discussion with Dr. Chisum and Commission members took place during the March 3 Common Agenda meeting. Those present emphasized what was perceived as a major omission from the preliminary report: the issue of ROTC on campus. Dr. Chisum's explanations for the omission—that the matter was "controversial" and that it was being addressed by another committee on campus—were vehemently refuted by the participants. The need to make the language of the report more precise and inclusive was also stressed.

The Commission's final report was issued on April 5. Some of the community's original recommendations still do not appear. Some language was made more specific and/or inclusive, while other references remain vague. A statement acknowledging the ROTC matter as a "lingering dispute" which "remains a source of tension" was included, with the following recommendation: "The University should direct the Committee to Review the Status of ROTC at Penn to come to a conclusion concerning the status of ROTC at the University as quickly as possible."

While the contents of the final report are surely not all that the lesbian/gay/bisexual community wanted and asked for, some of the statements included in the preliminary report and some of the changes made in the final report indicate that—to an extent, arguably to a greater extent than by many official committees before—the lesbian/gay/bisexual community was heard.

Copies of the Commission's preliminary and final reports, as well as all the documents prepared and sent to the Commission by the lesbian/gay/bisexual community, are available at the PLGBCAP office. ▼

Queer Cabaret

by Anthony Putz

This year we thought it would be a good idea to organize a forum to show off some of the talents of our peers in a coffee-house-style atmosphere. We managed to pull this off in the Bowl Room in Houston Hall by serving (of course) coffee, tea, and a variety of pastries and soft drinks in a casual, relaxed venue. About fifty people attended this free event and judging by the thunderous applause the acts recieved, they thoroughly enjoyed themselves.

Penn students Christina Uss and Danny Horn opened the show, Christina enchanting the audience with her classical guitar solo, and Danny making them laugh and think by sharing two songs he composed. Headliner Doria, Penn alum and fabulous folk singer, captivated the audience during her hour-long set. Her unique sound even drew in a few passerbys who sat in for a song or two.

This event was one of the "new" events to come to BGLAD in '94. And judging from the overwhelming response I recieved after the show, it will definitely be back again next year—bigger, brighter, and better than ever. ▼

Anthony Putz is a student in CGS and a staff member of PLGBCAP.

OUTlines
April, 1994

HUP and OUT

by Daren Wade

Five openly gay health care providers presented their experiences in the health care field and the impact of homophobia and heterosexism on patient care. On Thursday March 24, the Hospital of the University of Pennsylvania held an educational symposium, "Meeting the Needs of Lesbian, Gay, and Bisexual People," as part of the Hospital's contribution to Bisexual Gay and Lesbian Awareness Days. The panel, moderated by Dr. Marla Gold, Assistant Professor of Medicine at the Medical College of Pennsylvania and Chair of the Health Sub-Committee of the Mayor's Commission on Sexual Minorities, covered a wide range of topics, including coming out, AIDS, lesbian health, drug and alcohol recovery, and mental health. I organized the program which was sponsored by the Hospital's Staffing and Development Department as a part of the departmental training agenda.

The program began with introductions by Ann Rao, M.S.W., the Director of HUP's Staffing and Development Department. Ms. Rao affirmed the need for this seminar and the continuing process of evaluating the values within health care and improving services to meet the health care needs of all people. After a brief introduction by Dr. Gold, the panelists tool several minutes to address issues specific to their own personal and professional lives.

Deborah Campbell, R.N., a Charge Nurse at Church Lane Health Care and Assistant Editor of GRIOT Press, began the program. Ms. Campbell presented her experience as an out lesbian nurse in the field of geriatrics. She stated that being closeted was never an option for her. She stressed that straight people must recognize that we are "cerebral people as well as pelvic people." When patients recognize the fact that "I am an out lesbian," and "not a guy," they must "deal with that," she said. Ms. Campbell pointed out that the President of Church Lane Resident's Council was in attendance and that she hope that this program will be a step toward greater understanding.

Jose Benitez, M.S.W., Program Coordinator for Health Services at North Philadelphia Health Systems, discussed the impact of AIDS phobia and homophobia. He pointed out that when he worked at a Center City hospital, if a patient was presented with HIV or AIDS, he/she was assumed to be gay. Interestingly, though, in the North Philadelphia Health system, the assumption is that the patient became positive through I.V drug use. therefore, he said, part of his work entails piecing out these stereotypes so that members of these invisible populations are recognized and can receive adequate treatment.

Libby Harman, C.R.N.P., presented a range of issues related to lesbian health concerns. Harman, a nurse practitioner in an OB/GYN clinic, described ways in which heterosexist assumptions and misinformation affect visits to health care providers. Irrelevant questions stemming from this misinformation can make the visit to health care provider uncomfortable and thus may deter an l/g/b person from seeking treatment. She recommended that health care providers use inclusive language for intakes and examinations.

Vanessa Fittimon, Program Coordinator for the Chemical Dependency Unit at a hospital in Lancaster, PA, followed Ms. Harman. Ms. Fittimon, a member of GELEDE Sisters, a lesbian civic organization, described her own experience in drug and alcohol work, and the relations her work has on her identity as a black lesbian single parent. She also revealed ways in which drug and alcohol treatment programs neglect the particular needs of l/g/b people, and create barriers to recovery. Without access to information and without l/g/b-specific services, those individuals seeking treatment usually return to their addictions.

Finally, Wayne Marquardt, R.Ph., a Senior Pharmacist at HUP, summarized the main points presented in the panel, giving particular focus to mental health issues. He also talked about stress resulting from homophobic conditions under which l/g/b people live. Mr. Marquardt has been a member of a group of employees that is working to improve conditions for l/g/b staff and patients at HUP.

Although each of the panelists framed their discussions in terms of problems that l/g/b people face in the health care system, there was an emphasis on recognizing and affirming our identities within this system. Dr. Gold ended the program and called for an increase in research specific to l/g/b health concerns. With more data available, medical, nursing, social work, and technical schools will be able to provide better educational materials to their students and health care providers—both l/g/b and straight—will thus

(continued on back page)

BEST COPY AVAILABLE

'GLAD to See Cheryl Dunye!

by Stephen Houghton

Looking back on BGLAD, I smile. All of the hard work that everyone put into the programs, the *DP Supplement*, and celebrations was well worth it. Along with the keynote speaker Margaret Cerullo, Cheryl Dunye's was my favorite program.

Monday, March 21st, 7:30 p.m.,
Annenberg room 109: were you there?

Ms. Dunye—she would rather I call her Cheryl—is a Philadelphia video artist recently transplanted to New York City. The program entitled "Fade to Black: the Complete Works of Cheryl Dunye 1990–1993" was co-sponsored by LGAU and the PLGBCAP's Women's Film Series. She showed many of her works. Different lengths, different subjects, different perspectives—they were all great. From the half-hour long *The Potluck and the Passion*, to the four minute *Vanilla Sex* (part of a collaborative installation entitled *Those Fluttering Objects of Desire*, conceived and produced by NYC artist Shu Lea Cheang), her work deals with sexuality from her point of view.

Calling her a lesbian film-maker or a Black video artist is to deny her full artistic status. Cheryl is both of these and more. There is no shame in these titles, yet so long as people write off minority artists as only minorities, the labels need to be challenged. She examines everything from interracial relationships and class to documentary styles and experimental narrative.

Seeing her works, once again, was wonderful. In addition to the videos, which stand on their own merit, the actors are mostly familiar queer Philadelphia faces. *She Don't Fade*, a piece about a young black lesbian's desire, features both Cheryl and the first queer I knew as a teen. The experimental documentary *Janine* was inspired by suburban private school Merion Mercer Academy for Girls. The humorous, yet strikingly political *The Potluck and the Passion* was filmed in Cheryl's recent warehouse/home/party space in North Philly.

Cheryl's casual and humorous manner developed an instant relationship with the standing room only audience. Her talking about the works was just as interesting as the pieces themselves. Adding autobiographical insight to the pieces, she placed her work in context. She spoke of collaborative works she has done recently in NYC, as well as future plans for a full-length feature titled *Watermelon Woman*. She answered questions from the audience and chatted with people afterwards.

If you missed this event, you should kick yourself. Cheryl Dunye is a fast-rising artist; just last year she was in the Whitney Biennial. Anyone in the audience that evening can vouch that she is a fabulous woman and great videographer. She will continue at the forefront of queer art. ▼

Stephen Houghton is an undergraduate at Penn.

Gay Men's Discussion Series at Penn

by Tracy Griffith

Throughout the year the Program for the Lesbian, Gay and Bisexual Community at PENN strives to address the concerns and needs of the sexual minority community at PENN. In the spring semester the Program office sponsored a discussion series for gay men at PENN.

The focus of the series was to promote understanding and start a dialogue around and about the concerns of gay men. The first discussion group, held February 24, was entitled, " Body Image: A Look At Gay Male Aesthetics." Dr. Ilene Rosenstein and social work intern John Cahill, both from University Counseling Services, led the discussion which focused on the stereotypes that gay men see in the gay media and culture which help define what images are portrayed as desirable as well as how they affect the attitudes and behavior of gay men. It specifically looked at the body as representation of gay culture norms and values.

The second discussion group held March 17, entitled "Gay Men in Heterosexual Institutions," was facilitated by University of Pennsylvania graduate student Marc Stein. The discussion focused on what institutions gay men participate in, and how gay men are affected by these institutions. There was particular interest in how gay men can change oppressive institutions to promote sexual minority rights.

(continued on back page)

HUP and OUT

(continued from page 6)

be able to create l/g/b-informed health care environments.

A group of HUP l/g/b employees meet regularly for lunch with the University Lesbian, Gay, and Bisexual Staff and Faculty Association, on the third Thursday of the month from noon to one o'clock. Call 898-5044 for more information. Also, a lunchtime meeting for l/g/b employees of HUP will occur on May 5, from 12:00 noon–1:00 pm, in room 301 of Houston Hall. ▼

Daren Wade is a graduate student in Penn's School of Social Work and an Social Work Intern at HUP.

Gay Men's Support Group

(continued from page 7)

The third discussion group, "Straight Acting, Straight Appearing: Self-Hate or a Matter of Taste?" met April 13. The group discussed the interesting interpretation of this terminology by gay men and how the use of this language affects how gay men lead their lives and how they see the gay community. For example, when gay men self-define as "straight acting, straight appearing," what are they saying about themselves and the whole gay community?

This year's discussion groups have been successful and we look forward to next year's series. If you have ideas or suggestions for future gay men's discussion series topics, please contact the Program office at 898-5044.

OUT*lines*
Elizabeth Storz, *Editor*

OUTlines is published by the Program for the Lesbian, Gay, and Bisexual Community at Penn (PLGBCAP) for the University of Pennsylvania community. *OUTlines* is a forum for the expression of concerns affecting l/g/b people at Penn and the wider sexual minority community. The editorial staff of *OUTlines* welcomes submissions from gay, lesbian, and bisexual members of the PENN community, and allies. Inquiries or submissions should be addressed to Elizabeth Storz, Editor, at the address below.

OUTlines is published at least four times during the academic year, and is available free of charge at several locations on Penn's campus, or through PLGBCAP.

Mailing address/inquiries/submissions:
PLGBCAP
3537 Locust Walk, Third Floor,
Philadelphia, PA, 19104-6225
Phone: (215) 898-5044

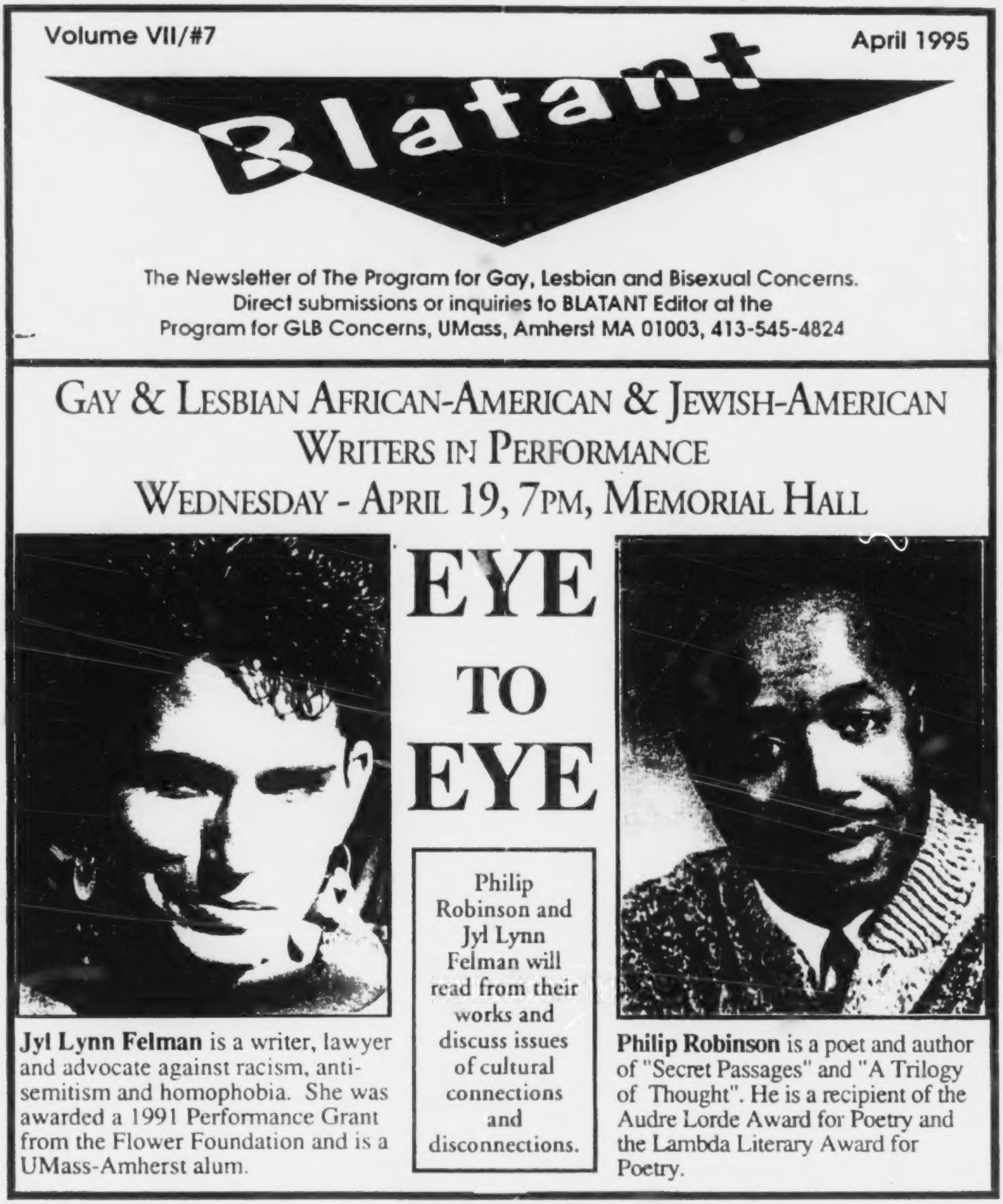
PLGBCAP staff:
Jerry Dames, *Business Manager*
Danny Horn, *Program Assistant*
Tracy Griffith, *Social Work Intern*
Bob Schoenberg, *Coordinator*
Elizabeth Storz, *Program Assistant*

Design & Pre-Print Production by:
DeskTop Publishing Services
Administrative Information Systems
Division of University Life
University of Pennsylvania

Printed on recycled & recyclable paper

Program for the
Lesbian, Gay & Bisexual
Community at Penn

3537 Locust Walk, Third Floor
Philadelphia, PA 19104-6225



Volume VII/#7

April 1995

Blatant

The Newsletter of The Program for Gay, Lesbian and Bisexual Concerns.
Direct submissions or inquiries to BLATANT Editor at the
Program for GLB Concerns, UMass, Amherst MA 01003, 413-545-4824

GAY & LESBIAN AFRICAN-AMERICAN & JEWISH-AMERICAN WRITERS IN PERFORMANCE

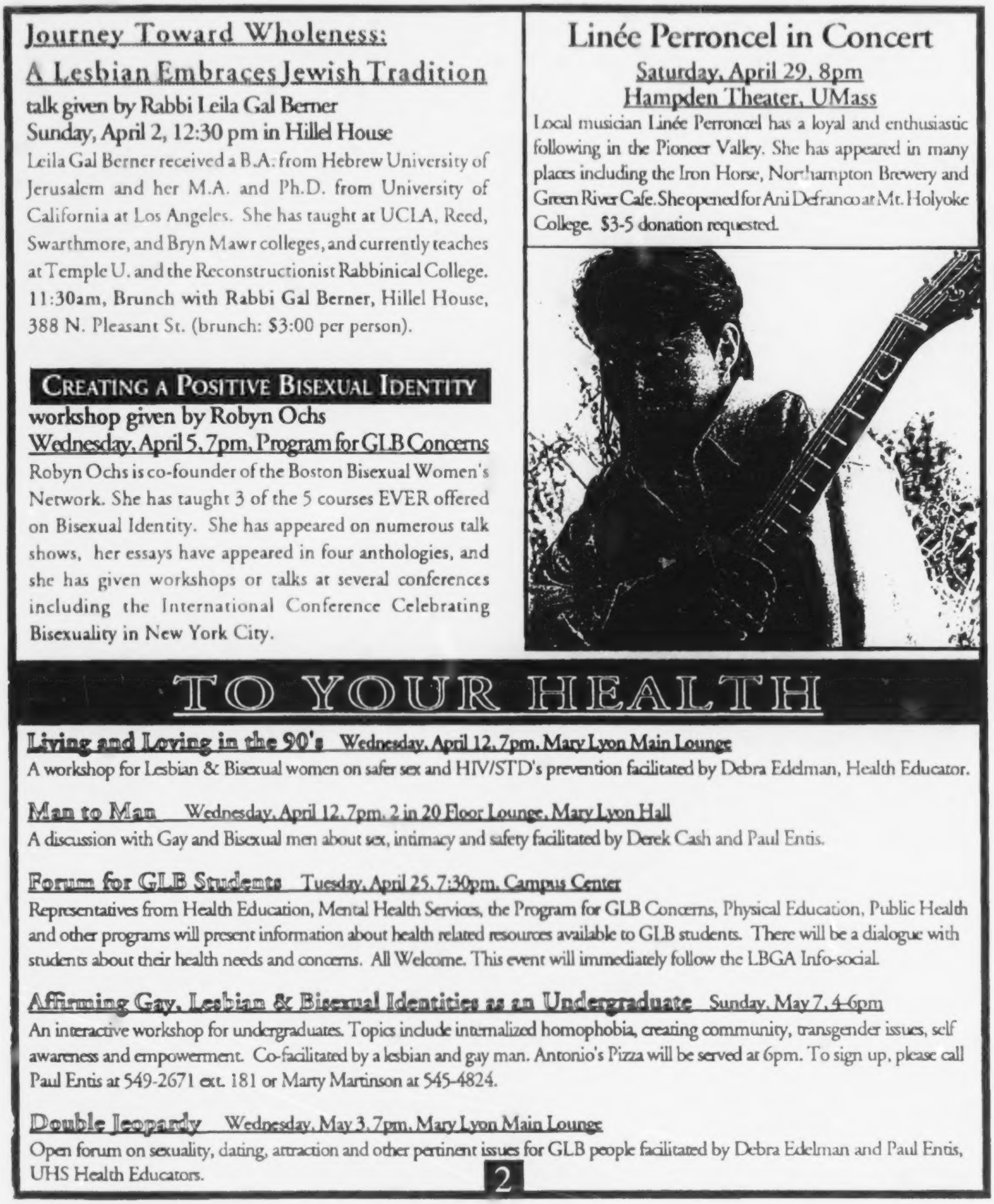
WEDNESDAY - APRIL 19, 7PM, MEMORIAL HALL

EYE TO EYE

Philip Robinson and Jyl Lynn Felman will read from their works and discuss issues of cultural connections and disconnections.

Jyl Lynn Felman is a writer, lawyer and advocate against racism, anti-semitism and homophobia. She was awarded a 1991 Performance Grant from the Flower Foundation and is a UMass-Amherst alum.

Philip Robinson is a poet and author of "Secret Passages" and "A Trilogy of Thought". He is a recipient of the Audre Lorde Award for Poetry and the Lambda Literary Award for Poetry.



Journey Toward Wholeness: A Lesbian Embraces Jewish Tradition

talk given by Rabbi Leila Gal Berner
Sunday, April 2, 12:30 pm in Hillel House

Leila Gal Berner received a B.A. from Hebrew University of Jerusalem and her M.A. and Ph.D. from University of California at Los Angeles. She has taught at UCLA, Reed, Swarthmore, and Bryn Mawr colleges, and currently teaches at Temple U. and the Reconstructionist Rabbinical College. 11:30am, Brunch with Rabbi Gal Berner, Hillel House, 388 N. Pleasant St. (brunch: $3:00 per person).

CREATING A POSITIVE BISEXUAL IDENTITY

workshop given by Robyn Ochs
Wednesday, April 5, 7pm, Program for GLB Concerns

Robyn Ochs is co-founder of the Boston Bisexual Women's Network. She has taught 3 of the 5 courses EVER offered on Bisexual Identity. She has appeared on numerous talk shows, her essays have appeared in four anthologies, and she has given workshops or talks at several conferences including the International Conference Celebrating Bisexuality in New York City.

Linée Perroncel in Concert

Saturday, April 29, 8pm
Hampden Theater, UMass

Local musician Linée Perroncel has a loyal and enthusiastic following in the Pioneer Valley. She has appeared in many places including the Iron Horse, Northampton Brewery and Green River Cafe. She opened for Ani Defranco at Mt. Holyoke College. $3-5 donation requested.

TO YOUR HEALTH

Living and Loving in the 90's Wednesday, April 12, 7pm, Mary Lyon Main Lounge

A workshop for Lesbian & Bisexual women on safer sex and HIV/STD's prevention facilitated by Debra Edelman, Health Educator.

Man to Man Wednesday, April 12, 7pm, 2 in 20 Floor Lounge, Mary Lyon Hall

A discussion with Gay and Bisexual men about sex, intimacy and safety facilitated by Derek Cash and Paul Entis.

Forum for GLB Students Tuesday, April 25, 7:30pm, Campus Center

Representatives from Health Education, Mental Health Services, the Program for GLB Concerns, Physical Education, Public Health and other programs will present information about health related resources available to GLB students. There will be a dialogue with students about their health needs and concerns. All Welcome. This event will immediately follow the LBGA Info-social.

Affirming Gay, Lesbian & Bisexual Identities as an Undergraduate Sunday, May 7, 4-6pm

An interactive workshop for undergraduates. Topics include internalized homophobia, creating community, transgender issues, self awareness and empowerment. Co-facilitated by a lesbian and gay man. Antonio's Pizza will be served at 6pm. To sign up, please call Paul Entis at 549-2671 ext. 181 or Marty Martinson at 545-4824.

Double Jeopardy Wednesday, May 3, 7pm, Mary Lyon Main Lounge

Open forum on sexuality, dating, attraction and other pertinent issues for GLB people facilitated by Debra Edelman and Paul Entis, UHS Health Educators.

BEST COPY AVAILABLE

Lesbian, Gay & Bisexual Studies Lecture Series

Wednesdays, Noon-1:30 pm, 9th Floor, UMass Campus Center

- **April 5:** Suzanne LeGrande, Ph.D. candidate in the UMass Communications Department, will be discussing: ***Theatre and the Making of Political Community*** in 904-08 Campus Center.

- **April 12:** Deborah Bright, Professor of Photography at Rhode Island School of Design, will speak on: *New Queer Photography* in 917 Campus Center.

- **April 19:** Philip Robinson, author of We Still Leave a Legacy, will discuss: ***A Black Poet's Quest to Never Forget the Heroes; Philip Robinson speaks of His Legends*** in 917 Campus Center.

- **April 26:** Ann Forsyth, Assistant Professor of Landscape Architecture and Regional Planning at the University of Massachusetts at Amherst, will speak on: ***Lesbian Business? Downtown Redevelopment in Northampton*** in 917 Campus Center.

- **May 3:** Leslie Hoffman, School Program Coordinator with the Massachusetts Department of Education's Safe Schools Program for Gay & Lesbian Students, will discuss: ***The Effort to Make Public Schools Safer for Gay & Lesbian Students: Is it Working?*** in 917 Campus Center.

Gloria Anzaldua

will give a lecture at **UMass Bowker Auditorium on Monday, April 10th at 8pm**. Gloria Anzaldua is a Chicana tejana lesbian-feminist poet and fiction writer from South Texas. She is the co-editor of This Bridge Called My Back: Writings by Radical Women of Color. Admission is free to undergraduate UMass students, $2 for all others.

"We are slowly moving past the resistance within, leaving behind the defeated images, we have come to realize that we are not alone in our struggles nor separate nor autonomous, but that we - white, black, straight, queer, female, male - are connected and interdependent. We are each accountable for what is happening down the street, south of the border, or across the sea." - Gloria Anzaldua, This Bridge Called My Back

Karen Finley

A bad case of laryngitis preempted Ms. Finley's show **"A Certain Level of Denial"**. Four sold out shows had to be rescheduled, but those that were fortunate enough to attend her one performance before her illness, were left spellbound. The audience responded by giving her four standing ovations. The new dates for her show are **April 27, 28 and 30th** at The Northampton Center for The Arts. 7:30 pm all nights. Tickets can be purchased at Prides (413-585-0683) or at The Northampton Center For The Arts (413-586-7282). Tickets are $15 or $10 with a student I.D.

GLB Film Series: New Works by the Independents

Friday - Sunday, April 7-9

Stirn Auditorium, Amherst College

Grief by Richard Glatzer, winner of Best Picture, San Francisco Gay and Lesbian Film Festival Audience Award 1993, is a hilarious behind-the-scenes satire of tacky low-end TV shows like "Divorce Court." **Crush** is the highly acclaimed debut film of Alison Maclean. It is a malevolent little modern fable featuring a sexually ambidextrous femme fatale. Also showing will be **Super 8 1/2** by Bruce LaBruce, **The Natural History of Parking Lots** by Everett Lewis, and one older work, **Lonesome Cowboys** by Andy Warhol.

Show times: Friday: 7, 9 and 11pm
Saturday: 4, 6, 8 and 10pm
Sunday: 8 and 10 pm

Call 542-8036 for recorded information of specific movie titles corresponding to the times.

Queer Theory/ Reproducing Publics

Saturday, April 22, 1-3pm, Campus Center 917
free and open to the public

Michael Moon, Department of English, Duke University
"Semipublics"

Michael Warner, Department of English, Rutgers University
"Repro Culture"

Cindy Patton, Dept. of Communications, Temple University
"God's Space, Queer Space: Counting Down to the Apocalypse"

Chair and Discussant
Jack Amariglio, Department of Economics, Merrimack College

This session is part of **Marxism and the Politics of Anti-essentialism** a conference hosted by Rethinking Marxism. For more information call 545-6351.

New Film and Video Festival

will present two lesbian films on **Friday, May 12** at the Boston Museum of Fine Arts at 8 pm. *Le Poisson D'Amour* by Paula Gauthier is the winner of the Eastman Kodak Experimental Film Award, and *Playing the Part* by Mitch McCabe is the winner of the DuArt Outstanding Student Film Award. 14 other award winning films will also be shown at the festival. For more information, please call the New Film and Video Festival at 545-2360.

GLB GOPHER SERVICE

Information about lesbian, gay and bisexual resources will SOON be available on the internet through the UMass gopher. Due to technical difficulties beyond our control, we were unable to post GLB information to the UMass gopher system in February as we had hoped to do. Barring further difficulties, the information should be posted before the end of the school year. As well as a wide variety of local resources, our menus will provide students, staff and faculty with access to national information including news, civil rights information, current academic work, conference announcements, political and activist information, and information about gay, lesbian and bisexual internet bulletin boards and mailing lists.

ANNOUNCEMENTS...

OUT GLB Students wanted for this great class
Check out one of the best courses at UMass. Get up-to-date information, enjoy engaging, stimulating discussions, and teach cool stuff to your peers. Limited class size means lots of fun and friendship. Peer Health Education I & II, 6 credits - 2 semester commitment required. For more info. call Paul Entis, Graduate Intern, UHS, at 549-2671 ext. 181.

Call for Submissions...
Bisexual, Lesbian and Gay College Students
Submit your coming out story to be included in an anthology about coming out in college. You must be 18 - 24 and have come out during your college career. Submissions due August 1, 1995. FMI: Annie Stevens/ Kim Howard, 3300 Teagarden Circle #403, Silver Spring, MD 20904.

Looking Queer: Body Image and Identity in Lesbian, Bisexual, Gay and Transgendered Communities
Suggested word length for articles and non-fiction narratives is 700 - 5,000 words. Some poetry will also be considered. Especially looking for perspectives from women of color and transgendered people. Interested contributors should immediately contact Dawn Atkins, P.O. Box 861, Iowa City, IA 52244-0861. datkins@blue.weeg.uiowa.edu

QUEERFEST '95

Thursday, May 4

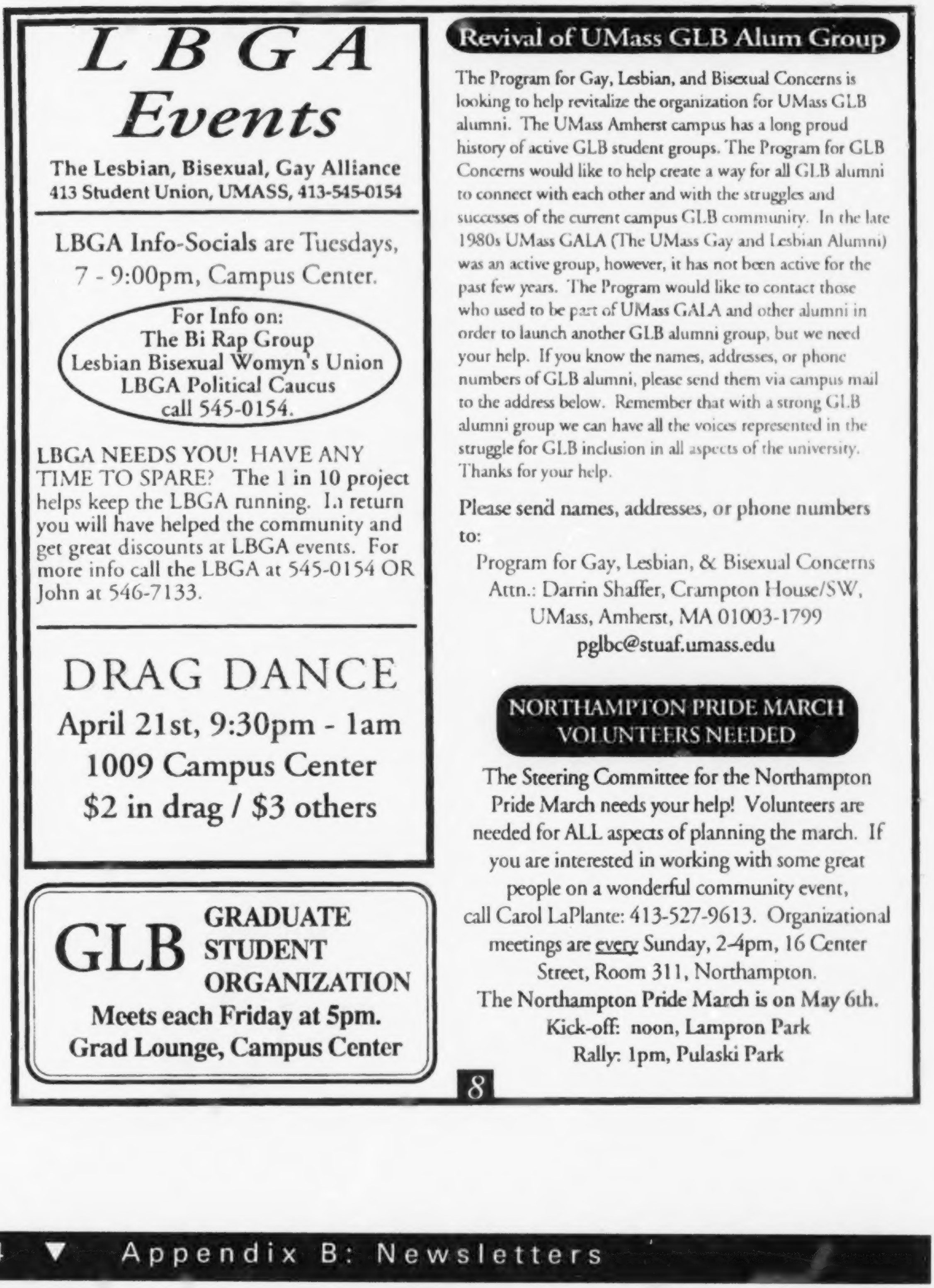
Queer Fest '95 is seeking queer artists from around the valley. If you know of any **singers, poets, magicians, fire eaters, theatre troupes, comedians** or any other types of performers, please let us know. If you would like to get involved contact: **Ward Henline** at 586-5156 or worder@student.umass.edu

The position of Vendor Coordinator is available for students and community members interested in helping to organize QueerFest '95. Interested persons should submit an application (available in the Program for GLB Concerns office, Crampton/SW) The Vendor Coordinator is in charge of the for-profit vendor section of the Midway.

First Call for Papers
Emerging Voices: Conference on Gay and Lesbian Studies for Students at Princeton University on November 10 and 11, 1995. All graduate and undergraduate student are invited to submit papers on Gay and Lesbian-related topics from any academic field. Papers not to exceed 20 minutes. Due date for submission of proposals is May 31, 1995. Please send a one-page proposal and $15 registration fee (check made to "P.U. Emerging Voices") as well as your name, address, year of study, institution, and summer address to Emerging Voices, C/O LGBA, 306 Aaron Burr Hall, Princeton, NJ 08544. For more information, please call Jason Rudy at 609-258-9921 (through May) or send e-mail to jrrudy@phoenix.princeton.edu.

Two lesbian graduate students with a six year old son are **looking for other lesbian and gay students with children** for networking, support and possible childcare exchanges. Interested please call Kimberley and Rachel at 549-8182.

Aids Allies is seeking male volunteers to do HIV education. Teams of volunteers provide condoms, safe sex information, referrals, and support for men who have sex with men. For more info. please call Landi Stone at (413) 747-5144. This is a program of the Family Planning Council of Western Massachusetts.



LBGA Events

The Lesbian, Bisexual, Gay Alliance
413 Student Union, UMASS, 413-545-0154

LBGA Info-Socials are Tuesdays, 7 - 9:00pm, Campus Center.

For Info on:
The Bi Rap Group
Lesbian Bisexual Womyn's Union
LBGA Political Caucus
call 545-0154.

LBGA NEEDS YOU! HAVE ANY TIME TO SPARE? **The 1 in 10 project** helps keep the LBGA running. In return you will have helped the community and get great discounts at LBGA events. For more info call the LBGA at 545-0154 OR John at 546-7133.

DRAG DANCE

April 21st, 9:30pm - 1am
1009 Campus Center
$2 in drag / $3 others

GLB GRADUATE STUDENT ORGANIZATION

Meets each Friday at 5pm.
Grad Lounge, Campus Center

Revival of UMass GLB Alum Group

The Program for Gay, Lesbian, and Bisexual Concerns is looking to help revitalize the organization for UMass GLB alumni. The UMass Amherst campus has a long proud history of active GLB student groups. The Program for GLB Concerns would like to help create a way for all GLB alumni to connect with each other and with the struggles and successes of the current campus GLB community. In the late 1980s UMass GALA (The UMass Gay and Lesbian Alumni) was an active group, however, it has not been active for the past few years. The Program would like to contact those who used to be part of UMass GALA and other alumni in order to launch another GLB alumni group, but we need your help. If you know the names, addresses, or phone numbers of GLB alumni, please send them via campus mail to the address below. Remember that with a strong GLB alumni group we can have all the voices represented in the struggle for GLB inclusion in all aspects of the university. Thanks for your help.

Please send names, addresses, or phone numbers to:

Program for Gay, Lesbian, & Bisexual Concerns
Attn.: Darrin Shaffer, Crampton House/SW,
UMass, Amherst, MA 01003-1799
pglbc@stuaf.umass.edu

NORTHAMPTON PRIDE MARCH VOLUNTEERS NEEDED

The Steering Committee for the Northampton Pride March needs your help! Volunteers are needed for ALL aspects of planning the march. If you are interested in working with some great people on a wonderful community event, call Carol LaPlante: 413-527-9613. Organizational meetings are every Sunday, 2-4pm, 16 Center Street, Room 311, Northampton.

The Northampton Pride March is on May 6th.
Kick-off: noon, Lampron Park
Rally: 1pm, Pulaski Park

Chapter 3:

Managing Your Group

By Felice Yeskel, Ed.D.

Introduction

There are many important skills involved in managing your group. Having a group that works well together and gets things accomplished is essential to improving the quality of life on campus for lgbt people. Some key skills you should have in order to help achieve such a group include the following: (I) holding successful meetings, (II) making and implementing effective decisions, (III) resolving conflicts, (IV) being inclusive and welcoming of diversity, and (V) holding group members accountable.

(I) Meetings

In order to get things done, from holding a dance to creating a Lesbian and Gay Studies Program, you will need to participate in many meetings. How well your meetings go will make a big difference in both the group's morale and accomplishments. If your group's meetings are a drag, fewer and fewer people will attend. If your group's meetings are fun and productive, however, then people will stay committed and new folks will be attracted. Holding successful meetings is not magic! There are a number of concrete skills you can learn and practice that will help your meetings go well. This section will lay out some of the basic skills for running good meetings.

Basically there are 3 parts to successful meetings:

1) **What Happens Before the Meeting**
   Planning

2) **What Happens During the Meeting**
   Facilitating + Note Taking

3) **What Happens After the Meeting**
   Follow-up

Planning a Meeting

Some basics include:

Where and when you will meet

- ▼ What space will be most inviting to those you want to attend?
- ▼ Does it feel like a safe space for folks "in the closet?"

The section on meetings was based on "Running Meetings: Training Materials for Public Housing Tenant Organizations," by Anne Slepian, © 1990.

The section on diversity was based on "Building Bridges: Breaking Barriers" published by S.C.E.R.A. (the Student Center for Educational Research and Advocacy) at the University of Massachusetts.

- Should it be on campus or off?

- Is the space big enough or too big?

- Does the time conflict with other significant events or activities?

- Do you have the materials and supplies you will need — a key to the room, enough chairs, enough privacy and quiet, markers and paper?

- Can the room be set up to meet your needs (in a circle so everyone can see each other is often the best arrangement)?

- Is the room accessible to people with disabilities?

The purpose of the meeting and how you will accomplish your goals

- Identify the mission or goal toward which you are working;

- Get input from others about their goals for the meeting;

- Think about how to best accomplish those goals;

- Plan an agenda and put it on a big piece of newsprint or make copies to pass around at the meeting and/or distribute beforehand. The agenda is your tentative plan for how to accomplish your goals.

Who should attend and how can you get them to come?

- Figure out who should be at the meeting. Just lgbt folks or allies too? Just students, or supportive faculty and staff? People who already agree and are ready to act or a broad cross section of the campus? This will vary based on your mission/goal;

- How will you announce the meeting and get people to attend — posters on the walls, flyers at the next dance, announcements in the school paper, letters of invitation, a phone call, or talking to them one to one?;

- People may be more likely to attend if they understand the purpose of the meeting. Showing or sending them a tentative agenda or putting major agenda items on the flyers advertising the meeting might help motivate them. They will think the meeting is well organized and may be productive. Folks may be more likely to attend if they think it will be fun, for instance, if you serve refreshments or show a movie afterward; and

- People may be more likely to attend if they feel like they are important to the success of the meeting. You can give people specific roles to play, such as setting up the room before the meeting, bringing some refreshments, taking notes, greeting and orienting new people, and presenting information.

Planning an agenda

- Make a list of all the items you want to cover. These items should be related to the goals for the meeting. Items can come from previous meetings, subgroups, input from group members, or from the thinking of the facilitators;

- Make tentative judgments about priorities. What can be held over for the next meeting or decided in a subgroup?;

Place high priority items at the beginning of the agenda;

- Arrange to have someone present each agenda item. This could be the facilitator. Whoever explains the item should be prepared to give background information on why the item is on the agenda, and what is needed (i.e., a decision, feedback, information sharing, or a brainstorm of ideas);

- Estimate the time needed for each item. This also can help give participants an idea of the relative importance or complexity of each item and help tailor the discussion to the available time;

- Vary the items on the agenda, creating a balance among long and short items, items that require decisions and those that are information sharing;

- Try to deal with difficult or controversial items before everyone gets tired;

- Leave time for introductions early in the agenda. Most student groups have at least some new people at each meeting. Failing to make introductions could lead to new members feeling excluded and alienated throughout the meeting; and

- Make a concerted effort to stick to your time schedule. Always begin and end meetings as close to the scheduled time as possible.

Facilitating a Meeting

As the facilitator it is your role to help the group accomplish its goals. It is equally important to help the group meet its goals in a way that feels good. Being the facilitator is taking on a role of serving the group. A group may decide to have one designated facilitator for the semester, have two people who are co-facilitators sharing the responsibility, or rotate facilitators at each meeting.

The meeting should start with introductions. You can go around and have each person say their name and something about themselves such as where they live or other groups they're involved in or activities they do. You should go over the agenda to see if your proposed plan seems right to the group. Ask for approval, corrections, or additions. Determine an ending time for the meeting. Before you begin make sure there is a note taker/recorder. You may decide you want to have other designated roles as well, such as a timekeeper or a person to welcome/orient people who come late. The following are some basic functions of the facilitator:

Staying on task/gate keeping

- Get things started on time;

- Make people feel welcome, orient new people to the group and its process (e.g., "we use Robert's Rules of Order," "we have an informal process," "we vote," "we make decisions by consensus.");

- Follow the agenda, keep people focused on one thing at a time;

- Help the group stay clear on what's happening (e.g., information sharing, decision-making, discussion, brainstorming, etc.); and

- Bring the meeting to a close relatively on time.

Managing participation/attending to process

- Help everyone be active and participate in the meeting;
- Help people feel heard and respected;
- Equalize participation, draw quiet people out, make sure no one dominates;
- Be a "vibes" watcher, react to the tone, not just the content, with creative suggestions (e.g., "let's talk in pairs for a few minutes," "let's turn to the person on your right and trade back-rubs for a minute," "let's take a stretch break for two minutes," "let's give a group sigh/groan/cheer");
- Make sure to evaluate at the end of the meeting. Groups need feedback to improve their functioning. Go over what worked well and what could be improved for next time; and
- Appreciate the facilitator.

Encouraging decisions/where do we go from here?

- Be clear on what decisions really need to be made;
- Help focus discussions so that they lead to decisions;
- Make sure decisions get made in the most democratic way, not by the most vocal people or the only 3 people who could last until midnight;
- Make sure people are clear about what decisions were made;
- Think about the concrete implications of the decisions that you make. Develop a concrete implementation plan (and timeline) that includes doable action steps; and

- Make sure the decisions that do get made will lead to action, by getting people to agree to take on concrete tasks.

Note Taking at a Meeting

Keeping track of what happened at the meeting is important to a group's effectiveness and efficiency. The best way to accomplish this is to have a record of what happened in the form of notes. Before the meeting gets under way, decide who will take notes for the meeting. This can be one person's regular job (e.g., the group's secretary), it may be rotated each time to a new person in a pre-determined order, or you can ask for a volunteer beforehand or at the start of the meeting.

The Role of the Note taker/Recorder

- The recorder keeps track of what is said in the group by writing it down;
- Sometimes it is useful for the group to see what is said at the meeting (e.g., a brainstorm of possible fund-raisers) so they can prioritize or decide. In this case recording what was said on a chalkboard or on a big piece of paper is most useful;
- Notes often are taken in a notebook so that an on-going record of a group's decisions, plans, ideas, issues, etc. exists. It is useful for everyone in the group to know where the notebook is so that if necessary it can be referred to between meetings;
- Sometimes a group will want the notes of a meeting (also sometimes called minutes) copied and distributed to group members right after a meeting. This is especially helpful for group members who missed a meeting. If minutes are to be sent out, getting them out as soon after a meeting as possible is best (email makes this extremely easy). Minutes can also announce and remind folks when the next meeting will be held. It is still a good idea to have one official group notebook which contains a copy of all the minutes, even if each member gets her/his own copy;
- The group recorder can't take down every word that is said at a meeting, so part of the job is to decide what to record, which details are important and which are not;
- It is often useful to send around an attendance sheet and include this with the notes so everyone can know who was at the meeting;
- It is very important to get down every decision that the group makes; perhaps these should be starred (*). In addition to decisions the next steps or action plan should be recorded, as well as who took responsibility to do what. At the end of the meeting it may be helpful for the note taker to read back the starred (*) items and who agreed to do what so that the group members can make sure they are clear on the decisions they made and what responsibilities they have, or that the recorder has been accurate in what she/he has recorded;
- It is often helpful to write down the gist of a discussion, especially when there is disagreement;
- A good note taker can synthesize and organize material in a visual form (lists, charts, outlines);
- The job of recorder contains a certain amount of power, since what's recorded can influence how the group perceives itself, its agreements, goals, etc. It is an abuse of that power to not accurately record ideas/decisions that are contrary to your own beliefs. It is important to try and be as "objective" as possible;
- Take notes neatly or re-write/type them after the meeting; and
- Include information about the next meeting (when and where) and who will facilitate in case anyone has something they want to get on the agenda.

Follow-up After the Meeting

Follow-up after the meeting is a critical and often overlooked part of successful meetings, and successful meetings will strengthen your group. Follow-up after the meeting involves two components: dealing with the content issues (action/issues) and dealing with the process (feeling) issues.

Content Issues

It is important to take time to reflect after the meeting. Here are some things to think about and some possible actions to take.

Things to Think About:

- What was accomplished?
- What decisions got made?
- Are the next steps clear?
- Who will do what?
- Are there any loose ends or unfinished business, tasks left unassigned?
- What could be done about unfinished business before the next meeting?
- Who needs what information?
- What did other people think about the meeting?

Things to Do

- Check-in with other people after the meeting and ask them what they thought about the meeting. Getting others' feedback will give you useful information. Sometimes people don't say everything during the evaluation, or it takes reflection time before something becomes clear;
- Check-in with people who took on specific tasks. In a light, supportive, friendly way remind people of deadlines, tasks they took on, etc. See if they need help, information, or support;
- If there were tasks that went unassigned at the meeting or if you remember something that didn't get brought to the meeting you can call people up and ask them if they could do it. Often this one-to-one approach works better anyway; and
- If there is a crucial decision that needs to be made, but can't wait until the next meeting, you can follow your group's interim decision-making process. This might mean calling an emergency meeting, polling a percentage of the members, calling a meeting of the executive committee, etc. It is important to follow whatever process you have agreed to, otherwise this will create mistrust in the group, and a feeling that there is a power elite running things.

Process Issues

It is important to take time to reflect after the meeting. Here are some things to think about and some possible actions to take.

Things to Think About:

- How did the meeting go?
- What went well and what were the hard spots?

- What might have made the meeting go smoother?
- Who missed the meeting?
- Are there any outstanding unresolved conflicts? feelings?
- Was someone totally quiet during the whole meeting?
- What did other people feel about the meeting?

Things to Do:

- Check-in with people who were quiet or who attended for the first time. Ask them how it was for them, tell them you were glad they were there. Let them know their input is valued;
- Check-in with people who missed the meeting. Let them know what happened and let them know that they were missed. Tell them about the next meeting and find out what will enable them to make the next meeting. Don't guilt trip them or refuse to let them know what happened;
- Check-in with people who seem to have unresolved feelings. Ask them about how they felt at the meeting. Sometimes just having someone acknowledge our feelings is all we need to let them go. Sometimes you will need to support or encourage them to talk with someone else with whom they are feeling tension; and
- Talk to the next facilitator and give them whatever additional feedback you got and also whatever suggestions for agenda items, or ways to improve the meetings that you've thought about.

Taking the time to reflect on the meeting and check-in with people after the meeting is an essential part of having successful meetings. Checking-in on tasks, reaching out to new folks, clearing up unresolved feelings/misunderstandings, and helping people feel valued are necessary to building and maintaining a strong group. One-to-one discussions after the meeting are as important as what happens during the meeting.

(II) Making Decisions

Making decisions as a group that are "fair," "democratic," and "representative of the will of the group," is critical and challenging. Whenever you have more than one person, you have more than one opinion!

Most of us have very little experience in making decisions in a group of equals. We're either used to having authorities make our decisions (our parents, our teachers, the IRS, the lawmakers, our bosses, our religious leaders) or we go along with the crowd, or we make decisions for others (younger siblings, friends). We get used to either complying or rebelling when we're in the subordinate position or we tell when we assume the authority.

No wonder it's often so difficult to make decisions as a group! We need to learn to share power and this involves learning a new skill and a new way of thinking. The following is a review of common decision-making structures with their pros and cons. You may want to use different decision-making structures at different times or depending on what kind of decision you are trying to make. See Chapter 1, "Defining Your Group," for an overview of common decision-making structures.

A Step-by-Step Guide to Decision Making

Step 1: Define a Clear Proposal

- Sometimes people come to a meeting with a proposal already in mind. This is usually helpful if it can be seen as a starting point or jumping off point and the person making the proposal is flexible. If it's an involved proposal, coming to the meeting with written copies can be helpful;

- Sometimes proposals are embedded in a group discussion. For example someone might say, "I think it's important to write a letter to the editor about x." The discussion can often move off in a different direction, so it is important to catch potential proposals and make them obvious, such as, "Edgar suggested we write a letter; let's decide if we will do it. The proposal is for us as a group to write a letter to the editor about x." Sometimes it is necessary to ask a group to turn discussion ideals into possible proposals. A group may spend 15 minutes talking about how important it is to be especially visible on National Coming Out Day. Someone needs to say, "Does anyone have any concrete ideas/proposals on what we could do to be more visible?;" and

- Make sure that everyone is clear that a proposal is being made. If it's a complicated proposal you can write down the key points on newsprint and post it on the wall. Before you launch into a discussion of the pros and cons of the proposal, make sure everyone is clear about/understands what is proposed. Ask if there are clarifying questions, but don't let people give their opinions yet.

Step 2: Discussion of the Proposal

- When people understand the proposal, move into discussing it. It is a good idea to decide how long to spend on the discussion. Ask people to limit their input so all can have a say. Sometimes the discussion can go on an on, with the same points being made over and over. If you summarize what was said accurately, folks may feel their point was heard and not repeat it. Sometimes the same people will speak more than once, you can say, "let's let people who haven't spoken yet have a chance;"

Photo © 1995 Alex Zaphiris

- Encourage different points of view. Summarize as you go, such as, "Joanne, Ed, and Tiffany-Amber all spoke in favor of the proposal to write a letter to the editor, does anyone think it's a bad idea?;" and

- If there is not much discussion, but you think it's a hot issue, people may not be feeling comfortable talking, or they may feel confused. Have them turn to someone next to them and talk for a few minutes, before trying whole group discussion. If lots of people want to speak, you can have them talk in pairs first too.

Step 3: Try and Resolve Differences About the Proposal

- See the next section on resolving conflicts — you can use some of these principles and techniques;

- Good communication is key. Make sure people listen to each other, and make sure people feel heard. You can say, "Jeannine, could you say what you thought Brian meant?" or "Jeffrey, what did you mean by 'increasing visibility?'" You can summarize points of agreement and points of difference: "It sounds like you both think it's a good idea to write a letter to the editor, but Ali wants to send it to papers in the community and Steve just wants it to go to the campus paper;"

- As a facilitator your role is to help the discussion move forward, not lobby for your own point of view. If you want to express an opinion, say, "I'm taking off my facilitator's hat, I think we should__________;"

- Sometimes changes to proposals are suggested during the discussion, these may be called amendments. Sometimes they're minor (change a word of the letter) or major (hold a press conference instead of sending a letter to the editor). If it's a major change, treat it like a proposal, get clear, discuss change, decide on change. Once the group has either accepted or rejected the amendment, go back to the consideration of the original proposal (which may now be a revised version);

- If you can get clear on the conflict, perhaps a new creative solution that will meet all needs can be found. Sometimes this can happen on the spot, or sometimes it takes more time. If there is considerable disagreement and not so much time pressure, you may want to ask for a small group of volunteers (representing different viewpoints) to meet outside the meeting and come back with a new proposal;and

- If only a few people are still debating, it may be time to decide.

Step 4: Deciding on the Proposal

- Depending on what decision-making structure you use this step will differ slightly. In consensus you do not vote; instead you can take a straw poll to get a sense of the group;.

- Sometimes a decision has been made implicitly and the discussion has gone on to figuring out how to implement the decision. It is important to stop and make the decision more consciously. The facilitator can say, "It seems like we all agree, let's just check. So are we all in favor of ________?" or "Before we discuss how to do it, let's make sure we want to do it. Let's vote, all in favor of _______?;"

- If you vote and it's close you may want to count votes and record the numbers for, against, abstaining. If not, you can do a voice vote: "all in favor say aye, all opposed no." Sometimes you may want to use a secret ballot; and

- After deciding, it's useful to have the recorder read back the decision to be clear that what's written down is what the group really wants.

Step 5: Implementing the Proposal

- Many great decisions don't matter because there's no plan for implementing them;

- An implementation plan involves answering who will do what by when. If you've decided to go ahead with the letter to the editor, and stop there, the letter won't be in the paper. Don't leave things vague. It won't get done and people will make assumptions, develop resentments, get frustrated and think the group is too flaky and drop out. For example, Sue: "I though Mike was writing the letter — he never follows through!" Mike: "I never agreed to write the letter. I just said it should be signed by everyone on the Steering Committee;" and

- A good implementation plan is very clear about who, what, when, how, and sometimes even includes some what ifs. For example: "Paul will make a flyer after he gets input from Sara and Marvin. He will get it to Chris by Sunday morning. Chris will make 300 copies on lavender paper for Tuesday evening's meeting. We will talk about how to distribute the flyers at the meeting Tuesday. If there isn't any lavender paper, Chris will get the flyers on turquoise or pink."

It is helpful to view conflict as a natural, necessary and potentially creative opportunity for individuals and groups.

(III) Resolving Conflicts

Conflict will be a part of the process of every group (or relationship) unless everyone agrees on everything all the time. This is pretty unlikely. Therefore it is helpful to view conflict as a natural, necessary and potentially creative opportunity for individuals and groups. However, when conflict within a group becomes destructive and causes unresolved hurt feelings, it can destroy efforts to work together for common goals. Unresolved conflicts are a major reason why people leave a group and groups fall apart. The skills of understanding conflict, waging productive conflict, and resolving conflict are key to building and maintaining strong, effective groups.

Guidelines for Resolving Conflict

- Try to differentiate between conflict your group can live with and conflict it cannot live with;

- Try to identify exactly what the problem is and whose problem it is;

- Avoid blaming one person or faction for the conflict. Everyone wants to be seen as a good person;

- Assume that there is good will on the part of those involved;
- Never corner the person with whom you disagree;
- Always try to improve communication;
- The more listening you do, the more information you will get;
- It is important to acknowledge and validate everyone's feelings;
- You don't have to catch the ball. Think about what is happening instead of just reacting to it;
- Differentiate between needs and solutions. Most arguments are about solutions. Find out more about what people need. There are usually many alternative solutions to meet real needs;
- Learn to view conflict as an opportunity for deeper understanding, growth, and better solutions; and
- Remember that progress is a spiral process; it always includes some failure.

Good Communication is Key to Conflict Resolution

Even though all conflict is not the result of misunderstanding, good communication is key to resolving conflicts. In communication there are two roles: the sender and the receiver(s). The following model for communication is very helpful in clarifying the issues and helping different people communicate with each other effectively. Help the sender to express her/his feelings, issues, and concerns in the following form, by filling in the blanks in the manner suggested. Although it will feel awkward at first, try to adhere to this model and it will get easier.

Step 1

I am noticing that you...
When you did...
When you said...

Observable, objectively stated description of behavior are most useful. Watch out for any hidden judgments!

Step 2

I feel...

Make a statement about how you feel. Watch out for "ed" words ("threatened," "cheated," "ripped off") that are hidden judgments!

Step 3

Because I believe...
Because I assume...

State your belief or assumption that creates your emotional reaction.

Step 4

What I want is...

Again, observable, objectively stated descriptions of behavior are most useful. This can relate to you or someone else. Make sure it is doable!

Step 5

Because I value...

Make a statement about what you value. This is a vision of what you want or care about. The receiver's job is to engage in active listening, which is a process of feeding back to the other person what you have heard. The receiver can also use the form of the model above.

(When (I, he, she, they)______, you felt_______, because you ________, and what you want is_______, because_________.)

When this cycle is complete the person talking usually feels understood. Understanding is not the same as agreeing, however.

The receiver(s) will also have an opportunity to express themselves according to this model and be listened to. Helping people clarify their ability to send messages and helping people to feed back what they have received is one part of conflict resolution. It is especially useful in interpersonal conflicts so that people feel heard and understood.

Often it is at the point of trying to agree on a solution that things get hung up. Try the following problem solving technique until you can find a mutually agreeable solution. This problem solving approach is based on a belief that it is possible for everyone to get their needs met. It is important that people are not forced into agreement because they will probably not follow through.

Problem Solving

The following is a six-step problem solving model which you can use to find mutually agreeable solutions to conflicts.

Step 1

Define the problem in terms of the real needs of each person (not their proposed solution). State the facts, not opinions, about the actual condition. Get agreement on the desired condition. The problem is often the difference between the two. It is important to get agreement on the actual problem (specific and factual) before moving on to the solutions.

Step 2

Think of possible solutions without evaluating or discussing any suggestions; this is sometimes referred to as brainstorming solutions.

Step 3

Each person eliminates any solutions they could not possibly agree to, it is sometimes helpful to figure out beforehand what criteria you will use to evaluate the solutions.

Step 4

Of the remaining solutions, decide which one to use.

Step 5

Develop an implementation plan, who is going to do what by when?

Step 6

Contract to check back at a certain time to see if the solution worked. If not, try this method again.

(IV) Diversity

Every group or organization wants the fullest contribution of all its members.

Most groups or organizations want the largest base of support possible. When members of a group, or the group as a whole, behave in an unaware, insensitive or oppressive fashion, then those people at the receiving end of these behaviors ("target"*) tend not to join a group. They lose effectiveness and motivation, and their morale and investment in the group decreases without anyone necessarily understanding what is happening or why.

In the process of growing up, all whites have learned racism — the question is not whether whites are racist, but how and what are whites doing to change?

Your group will be most effective when it is one that is welcoming to folks from targeted groups: racially oppressed groups — African-Americans, Asians, Latino/as, Native Americans and others; women, poor and working-class people; Jews; people with disabilities; older people and younger people; and, depending upon your goals, people who are bisexual, transgender and, at times, heterosexual allies. People from these groups are often targets but at times they can be agents as well. Remember that white, able-bodied, Gentile, middle class gay men can be targets too.

The following will give you a few concrete examples of behaviors that occur in groups that make a group less welcoming. We assume the reader to be lgbt and the groups in question to be lgbt groups; however, these examples may very well apply to others too. It is important to address the special needs of other groups with the same sensitivity we want and expect for our own. The following is by no means an exhaustive list; it is only a brief sample of oppressive behaviors.

Most of these behaviors are unintentional; unfortunately, intended or not, they have the same devastating consequences. Members of targeted groups experience innumerable versions of these unintended, "little" things, day in, day out, year in, year out. These "little" things form a pattern, and the pattern is debilitating.

One thing to remember is that dealing with issues of diversity means dealing with feelings. All sorts of feelings — anger, sadness, discomfort, guilt, embarrassment, confusion. People who have been targeted by racism, sexism, anti-Semitism, classism, ableism, heterosexism and so forth may be angry or mistrustful, or appear to those of us on the other side as "oversensitive." It's hard to know what it's like to endure the daily "little" things. Those of us who have not been the target of other forms of oppression may think we know it all because we've been oppressed as lesbians, gay men, and bisexuals. We may know some ways that oppression operates, but each form of oppression is unique and different. We can fall into feeling guilty, defensive, or confused. It is important to keep in mind that ridding ourselves of the attitudes and behaviors we have learned is a challenge and takes time.

** Target: person who has little access to social power and resources and has to deal with mistreatment by those who do.have access to social power and resources.*

The following examples are not intended to make anyone feel guilty or bad, but you may identify some behaviors that you have done. All any of us can do is identify our behaviors that may get in the way and commit ourselves to practicing new and different behaviors that may work better. This must be an active and conscious process. A statement about inclusiveness/diversity in your group's constitution or mission statement is a good idea.

Examples of Ableism

- Seeing a person only in terms of her/his disability;
- Not making eye contact;
- Assuming that one person can and will represent all disabled people;
- Scheduling only special activities for accessibility, rather than making all activities accessible;
- Seeking disabled people's opinion or input only on matters of accessibility;
- Assuming that being able-bodied is a more normal or better state than being disabled;
- Being unwilling to recognize your ableist behaviors, or excusing them; and
- Holding lower expectations of disabled people, or only giving people with disabilities work that's too easy.

The group of people labeled "disabled" includes everyone from a businessperson experiencing chronic depression, to a student with dyslexia, to a visually impaired mother, to a teenager with arthritis, to a professor in a wheelchair, to a woman with environmental allergies, to a man with AIDS. Clearly we cannot know everything we need to about every person with a disability. But we can be flexible and open to learning. We can respectfully ask someone what her/his needs are. We can treat each person with a disability as a unique person, and as a whole person. We can teach each other what we learn. We can think about issues of accessibility and work toward greater accessibility in all our activities. We can remember to put accessibility information on flyers, press releases, etc.

Examples of Sexism

- Not crediting women's ideas, contributions, or work in discussions with others or ignoring women when men are around;
- Expecting the women to take care of certain jobs like taking notes, baking brownies for the bake sale, and expecting women to take care of individual or group nurturance needs like providing support, sympathy, conflict resolution, etc.;
- Doing something for a woman rather than helping her learn how to do it;
- Referring to hypothetical people, experts, professionals, directors as "he," using sexist language like "mankind," "chairman," "freshman," "man the table," and "bitch." Referring to adult females as girls;
- Judging women as pushy, aggressive, unfriendly, "bitchy" when they act the same way as men who you don't judge negatively;

- Assuming the male perspective is the norm and the female perspective divergent, such as referring to the whole group as “gay,” (a term like mankind that’s supposed to include women) or using the pink triangle (again a symbol of the oppression of gay men) as the universal gay and lesbian symbol;

- Assuming that because you are a gay or bisexual man you are not sexist like other men;

- Even though women are a majority of the population your group is mostly male with mostly male leadership; and

- If one woman objects to something as sexist, finding another woman who will say it’s not sexist so that you don’t have to deal with it.

Women come from every group, so that there are women of color, Jewish women, poor and working-class women, and women with disabilities. Lesbian and bisexual women are not only targeted because of heterosexism but because of sexism too, and sometimes other manifestations of oppression. Many lesbian and bisexual women may feel more in common or more connected to other women (even heterosexual women) than to gay or bisexual men. Gay and bisexual men may feel different from heterosexual men and want lesbians and bisexual women to see them as allies just because of their sexual orientation. It is important for your group to consider whether you see AIDS as a gay and lesbian issue, but rape, sexual harassment, reproductive freedom, research money for breast cancer as women’s issues. All men learn sexism and gay and bisexual men must commit themselves to actively working against sexism. We can use inclusive language, commit ourselves to gender parity in terms of leadership, speakers, films, etc. We can pay attention to how “campy” behavior can portray women/females in a negative or stereotypical manner and challenge that when it occurs. We can pay attention to group process and give feedback when men dominate discussions or only respond to other men.

Examples of Racism

- Assuming a person of color has a job, scholarship, position, etc. because of her/his race, rather than her/his qualifications;

- Assuming that one person of color (or a few people of color) can speak (or are speaking) for all people of color;

- Perceiving people of color as “clique-ish” or "segregating themselves” while overlooking all the times all white groups hang-out together. Do you notice a table of African-American students sitting in the cafeteria but not the many tables of white students?;

- Using materials, pictures, posters, magazines, movies, etc. that portray no people of color;

- Expecting that if people of color want things to change that it is their responsibility to tell white people what they’re doing wrong;

- Backing up white people when they do or say something racist, and trying to minimize/discount that behavior by saying things like, “S/he didn’t mean it that way,” or “She/he’s really nice, she/he’s just a little prejudiced,” or “If you think that's bad, you should have seen/heard________;"

- Viewing the mistakes of one person of color as indicative of all people of color;
- Either expecting less from people of color (making allowances for low productivity, lots of mistakes, applying lower standards) or demanding that people of color do a better job than anyone else to be given equal respect; and
- Assuming that all "people of color" are Black.

Like every other group there is great diversity within the group "people of color," the experiences of African-American, Latina/o, Asian and Asian-American, and Native American are not the same. The experiences within each group, say, the group of Latina/o's is not the same either. However, all have been affected by racism. On the other hand, White people can actively educate themselves on the diverse and rich history, culture, languages and experiences of people of color. White people can begin to notice white as the norm and challenge it. For instance, does your college store stock greeting cards depicting people of color or only white people? We can develop personal relationships with people of color. We can acknowledge/celebrate diverse cultural traditions, Kwanza, as well as, Hanukah and Christmas or Idul-Fitr (end of Ramadan), and Hanamatsuri (birth of Buddha). We can make sure we publicize meetings and events widely.

Although we may think of Jews as white or middle class, in reality there are Jews of every race and class, from all parts of the world, religious and secular.

Examples of Anti-Semitism

- Saying of or to Jews who don't fit the stereotype in terms of looks or actions, "Oh, you don't seem Jewish;"
- Withdrawing from or putting down Jews whose communication style makes you feel uncomfortable because of your own cultural style;
- Considering anti-Semitism a less significant concern than other issues of oppression;
- Holding individual Jews responsible for the policies of the Israeli government;
- Wishing everyone happy holiday at Christmas time and not acknowledging the major Jewish holidays of Rosh Hashanah and Yom Kippur in the fall and Passover in the spring;
- Calling it a holiday party, but having everything really be Christmas traditions;
- Holding meetings or events on Jewish holidays; not knowing when Jewish holidays are;
- When Jews raise issues or concerns, thinking "they're really paranoid," or "they're trying to take over;" and
- Dismissing Judaism as a "patriarchal religion" without understanding that

for many being Jewish is an ethnicity and/or culture.

Jewish experience in the United States is very diverse, although all Jews are affected by anti-Semitism. Although we may think of Jews as white or middle class, in reality there are Jews of every race and class, from all parts of the world, religious and secular. Many of us equate anti-Semitism with the Holocaust. Since that's not happening now we don't see or acknowledge the subtler forms of anti-Semitism. Many of us may have rejected our religious upbringing and can't understand why Jews still want to identify with a "patriarchal" religion. But Jewish identity is more than a religious practice; it's belonging to a people. We can acknowledge differences. Saying or thinking, "It doesn't matter to me that you're Jewish" is not a compliment. We can educate ourselves about Jewish experience, history, and culture; we often don't learn this in school, and it is not up to Jews to educate us. Specifically understanding that some Jews follow certain dietary rules (keeping Kosher), make sure there are kosher options available if you are serving food.

Examples of Classism

- ▼ Expecting people to be able to front money out of their own pockets and get reimbursed later;
- ▼ Valuing formal over informal education; valuing intellectual skills over practical skills; valuing head work over manual labor;
- ▼ Assuming that working-class people are more prejudiced, unintelligent, ignorant, homophobic, etc.;
- ▼ Not openly discussing costs when planning a group activity, assuming everyone has the necessary resources;
- ▼ Assuming that someone else should do the drudge work, so you can be free to do the more creative work;
- ▼ Not noticing or relating to the service workers (janitors, secretaries) around you — believing your are "entitled" to their services;
- ▼ Generally believing yourself to be superior to poor and working class people; and
- ▼ Assuming certain communication styles ("polite," "quiet," "non-emotional") are superior.

Class differences are often un-named and un-spoken, but this does not mean they are un-real. In the U.S. class differences are obscured. Many of us grow up thinking we're middle class, when in reality we're working class or upper-middle class. People who don't make it are blamed for their failure, and so often feel ashamed and bad. Judging people by what "status" symbols they have is a difficult habit to break. This includes judging ourselves. We may also judge people by how they talk, dress, how much education they have, or where they live. We can be more direct and open about money. We can plan events that take into account a range of financial situations. We can have sliding scales. We can interrupt when people put down or make fun of poor and working people. We can consider and evaluate our own sense of entitlement, how this affects the decisions we make and how we act.

Internalized Homophobia/Biphobia

- ▼ Assuming other lesbian, gay, bisexual, and transgender people are only potential sexual partners, or that every interaction is about flirting and cruising;
- ▼ Criticizing other lesbian, gay, bisexual, and transgender people for being "too out," "flamboyant," "blatant" or "militant" about their sexual orientation; staying away from them;
- ▼ Assuming that everyone is heterosexual, or lesbian, or gay, or bisexual;
- ▼ Bisexuals assuming their experience and oppression is the same as a lesbian's or gay man's; at times bisexuals enjoy "heterosexual privilege" that is not available to lesbians and gay men;
- ▼ Lesbians and gay men assuming that bisexuals never experience heterosexism;
- ▼ Lesbians and gay men assuming that bisexuals are "just going through a phase," "non-monogamous or promiscuous," "confused," or "will necessarily abandon them for an opposite gender partner;"
- ▼ Not speaking up as strongly on issues of heterosexism as you would about other issues;
- ▼ Thinking that there really is something wrong with being lesbian, gay, bisexual, or transgender;
- ▼ Assuming that you would be unwelcome as a lesbian, gay man, bisexual, or transgender person and that you can't talk about your experiences;
- ▼ Assuming that you cannot find or help develop heterosexual or non-transgender allies;
- ▼ Believing the stereotypes about lesbians, gay men, bisexuals, and transgender people and acting them out or believing there is one right way to be, act, dress, etc. as a lesbian, gay man, bisexual, or transgender person; and
- ▼ Dismissing the uniqueness of transgender experience, e.g., adding "transgender" to the title of your group without learning about transgender experience and gender oppression, including the commonalities and differences between lgb people and transgender people.

LGBT people are part of every group. The essence of our oppression is isolation, invisibility, and shame. It is important for lesbians, gay men, bisexuals, and transgender people to find each other and offer each other support and space to come out in our own unique way. On the other hand it is important for us to gently challenge each other's internalized homophobia. What keeps us from reporting harassment against us? Do we just take it for granted? What stops us from asking a professor to include lesbian and gay material in the curriculum or challenge heterosexist remarks in the classroom? What stops us from going to a dance, a meeting, or a demonstration? Sometimes there are real external threats, but often we have a hard time telling the difference between our own internalized fear from external threats. It is important for us to recognize our commonalties as lgbt people, and the unique differences between lesbians and gay men, or lesbians and bisexual women, as well as the differences among us as a group of gay men or lesbians. It is very important for us to support our visible leaders, (offering appreciation in greater amounts than constructive criticism), and not trash them.

What You Can Do

In addition to the above brief examples of specific things you can do to assist people from different groups to feel welcome, there are some general strategies that can help improve inclusiveness and diversity from all groups. Because the issues of oppression discussed above are not just interpersonal problems, but institutionalized as well, a variety of strategies are necessary. We may also have to work harder to locate the necessary resources. Often the obvious and easily accessible resources reflect society's biases and may be more about or relevant to white people, men, able-bodied people, gentiles, and middle-class people.

Sub-Groups

It may be useful to organize your group into an alliance with multiple sub-groups, each represented on the steering committee or board. Often people want to be with others just like them for greater safety and mutual understanding. While as lgbt people you all may have much in common, the differences often get overlooked. If you set up sub-groups, such as an all women's group, a group for lesbians, gays, and bisexuals of color, bisexuals only, gay men or transgender folks, people's needs for being separate and together can both get met.

Varied Programming

It is important to sponsor events and activities that appeal to the diversity of the lgbt community. In the choice of speakers, films, music, etc. make sure you have a varied selection that would be relevant to a diverse audience.

Co-Sponsor Events

It is good to co-sponsor events. Doing so can serve multiple functions (outreach, funding, getting more people to attend). Ask the Office of Disability Services to co-sponsor a PWA (person with AIDS) to

Photo © 1995 Alex Zaphiris

speak. Ask the Third World Caucus to jointly sponsor a speaker who is a person of color or a showing of the film Tongues Untied. Get the Women's Center or Women's Studies Department to work with you to bring women speakers. Join with Hillel to feature prominent Jewish speakers, writers or artists.

Coalition Work
You can work with other disenfranchised groups to form a coalition group. This new group can work on a common agenda such as a requirement for incoming students to take a course on diversity, or a campus harassment policy, or a hate crimes division of campus security.

Support "Other" Issues Visibly
One way to win and develop allies is to act as good allies. It is important for the lgbt alliance/group to visibly support other groups and the issues that concern them. It is also important to remember that since there are lgbt people in every group this is our issue too. Support can take many forms — letters to the editor, attending events, having a representative of the lgbt group speak at a rally another group is holding, having a workshop on the issue, inviting a member of another group to come and speak to your group about their concerns, etc.

(V) Accountability

One of the major sources of interpersonal conflict and resentment in a group is caused by group members not following through on their commitments. It is often difficult for other group members to directly deal with the person who has acted irresponsibly. Sometimes someone will feel so guilty about not following through on some task that they will completely withdraw from the group. However, it is best to deal with the issue than to hope it will go away. Failure to follow-through on commitments, as well as failure to confront such failures can be very destructive to group trust. Remember, you can remind people of the commitments they have made and hold them accountable for these agreements without being punitive, shaming or blaming.

Making Agreements

It is useful to have clear agreements or norms about how the group will operate, what expectations exist, and what consequences will happen if expectations are consistently not met. Agreements about attendance, communication, confidentiality, the number of hours of work per week, etc. are the typical types of agreements that groups make.

Failure to follow-through on commitments, as well as failure to confront such failures can be very destructive to group trust.

Once the group has made decisions about what agreements it want to make, it is useful to write these down for future reference. It may be useful to give a copy of prior group agreements to any new members as part of a new member orientation. It may also be useful to go over these agreements at the beginning of meetings. Making group norms or agreements explicit allows everyone to understand how the group operates and makes inclusion and participation easier.

Maintaining Agreements

Even though everyone in the group has agreed to attend regularly, to be on time, staff the office phone for one hour each week, or to follow communication guidelines, people may forget, grow careless, or simply interpret them differently from others. This is bound to cause resentments and sometimes conflict.

Agreements are broken for a variety of reasons: people take on too much because they are unrealistic about their time, personal issues come up and interfere (they just broke up with their lover, they are failing a course, etc.), people don't know how to do what they agreed to and they are too embarrassed to ask for help, etc. However one of the most common reasons that people don't follow through is because they don't think it really matters to anyone. Consider the following example:

It is very important for us to support our visible leaders, (offering appreciation in greater amounts than constructive criticism), and not trash them.

> Andy agreed to staff the office from 3:00-5:00 p.m. on Wednesdays. Last Wednesday when he was on his way to the office he bumped into someone who he hadn't seen in years. He got caught up in the conversation and totally forgot to go to the office. Darrin stopped by the office that Wednesday afternoon at 4:00 p.m. and found it locked. Darrin tends to be super-responsible and he felt pissed off at Andy because he was always meticulous about staffing the office during his assigned hours. Darrin, however, doesn't say anything directly to Andy. However the next Wednesday Darrin shows up at 2:45 p.m. to open the office. Andy comes in at 3:00 p.m. and finds Darrin busily organizing the office.

What is going on for Andy? What is going on for Darrin?

Darrin tends to mistrust others in the group because they sometimes mess up. Rather than confront them directly with his feelings he tends to just over-compensate and do more work. When Andy comes into the office for his next shift and finds Darrin already there, two things happen: he remembers that he missed his last shift, but because Darrin is already there and clearly all is well, he concludes that he is not that significant or important to the group.

As a result of the conclusions that both Darrin and Andy draw from this situation this dynamic will likely escalate. Andy may become more irresponsible because he feels not needed and because he knows someone else will take up the slack. Darrin may become more responsible and do even more. Both Darrin and Andy may have bad feelings toward each other; Andy will come to believe that Darrin is controlling, while Darrin will continue to dismiss Andy as completely irresponsible.

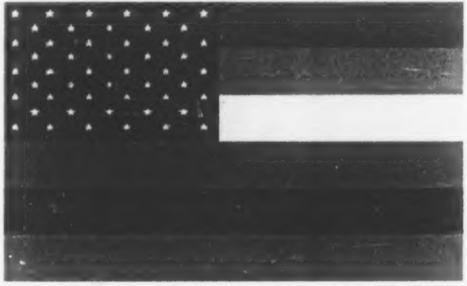
Even when there is no "Darrin" in the group to clean up the messes, the "Andy's" of the group may feel superfluous if no one notices that they didn't follow through. It is pretty easy for us to feel un-noticed, un-appreciated, and irrelevant if others ignore when we don't follow through on our agreements. If I say I will meet a friend for coffee at 7:00 p.m. and I don't show up until 7:30, my friend may feel bad. Whether or not it was my intention, I may have given the message that I don't value my friend and their time. If my friend confronts me about this I may feel uncomfortable, guilty, or badly, But I will also feel like I matter to them, and that they notice if I'm there or not. If my friend doesn't confront me I may feel like I hardly matter to them, it doesn't matter if I'm there on time or not. Many of us have a difficult time giving feedback to others, whether the feedback is "positive" or "negative." One of the things that stops us from "calling" someone else on their broken agreements is that we do not want them to challenge us about ours. We play this silent game of collusion with each other and what suffers is our mutual trust and the functioning of the group as a whole. Both giving and receiving feedback can be gifts given in friendships and/or group interactions. They demonstrate our commitment to these relationships. They are skills that are important to the healthy functioning of interpersonal relationships. as well as groups. The following suggestions or guidelines for giving and receiving feedback can help make this process less awkward. It is also can be helpful to set aside a specific time to check-in, to do self-evaluations, and to give and receive feedback. This can be something that you do regularly at meetings or something that you do at special times. Don't let too much time pass without checking in. This will alleviate the opportunity for resentment to build up and conflicts to fester.

Guidelines for Giving and Receiving Feedback

Feedback is a communication to a person (or a group of people) which gives that person (or that group of people) information about how he/she affects (or they affect) others. Feedback gives someone a sense of how he/she is coming across, what image he/she projects, and how others are reacting. It provides information that can be useful in fostering behavioral changes.

Some Guidelines for Giving Useful Feedback:

1. It is descriptive rather than evaluative. By describing one's own reaction, it leaves the individual free to use the information as he/she sees fit. By avoiding evaluative language, it reduces the need for the person hearing the feedback to react defensively;



2. It focuses on the feelings generated in the person who received the behavior and who is giving the feedback;

3. It is specific rather than general. To be told that one is "dominating" will probably not be as useful as being told that "just now when we were deciding on the issue I felt that others were not heard so I felt forced to accept your arguments or face an attack from you;"

4. It takes into account the needs of both the giver and the receiver of feedback. Feedback can be destructive when it serves only our own needs and fails to consider the needs of the person on the receiving end;

5. It is directed toward specific behavior (not personality traits) that the person can do something about. Frustration is only increased when a person is reminded of

some shortcoming over which he/she has no control;

6. It is solicited rather than imposed. Feedback is most useful when the receiver her/himself has formulated the kind of questions which those observing her/him can answer;

7. It is well timed. In general, feedback is most useful at the earliest opportunity after the given behavior occurs. This should be mediated by other factors such as, is the person able to hear it at this time, is there support available, etc.;

8. It focuses on "what" and avoids "why;"

9. It is checked to insure accuracy and clarity of communication. One way of doing this is to have the receiver try to paraphrase what she/he heard to see if that corresponds to what the sender had intended; and

10. When the feedback is given in a group situation, both the giver and receiver should have the opportunity to check with others in the group to get additional feedback. Is this one person's impression or one shared by others? When giving feedback in a group setting, always speak for yourself using "I" statements. Speaking for the group will likely overwhelm the receiver and lead him/her to believe the entire group has discussed some issue behind his/her back.

Feedback, then is a way of giving help; it is a corrective mechanism for the individual who wants to learn how well her/his behavior matches her/his intentions. It is a way to learn from one's experience and to grow and improve.

Some Guidelines for Receiving Feedback:

Feedback from another person (other people) is one important source of data which helps tell you how your actions are affecting others. Even if you do not totally agree with the feedback, it is important for you to first clearly hear and understand it. Even if you don't think it's "true" it will give you insight into someone else's "truth." Since people act on their perceptions of your actions, it will be useful to know how you are coming across, this gives you the option to change if you are coming across in unintended ways. The following guidelines may help you be effective in receiving useful feedback.

1. Remember that it is one person's perception of your actions (or a few people's perceptions) not universal "Truth;"

2. Actively check out the feedback you receive with others. If many people give you the same or similar feedback, there may be a pattern in how you are coming across and you might want to consider it more strongly;

3. Try not to offer explanations "I did that because..." or be defensive, "that's not what I meant...;"

4. Ask clarifying questions in order to understand the feedback more fully;

5. Good listening encourages feedback. After you have heard all of the feedback try to paraphrase it back in your own words. This allows the giver of the feedback to know she/he has been heard and understood, and make it more likely that he/she will give more feedback;

6. Ask for more feedback if you want it. For example, ask for specific examples, ask for both positive and negative reactions. Ask in an open-hearted way, not in an attempt to prove the feedback inaccurate. Such openness and interest will help encourage the giver of feedback to use the guidelines for giving effective feedback;

7. Remember to separate yourself as a person from your actions, the two are not the same. It is difficult to offer honest feedback, try not to make it more difficult for the giver by reacting in a defensive manner; and

8. Use the guidelines of offering good and useful feedback if you want to reply to the feedback. Remember to acknowledge and appreciate the giver of feedback, before you offer any feedback of your own.

Chapter 4:
Basic Skills
By Felice Yeskel, Ed.D.

Introduction

This chapter provides an overview of some essential "basic skills" necessary for effective campus organizing. Skill areas covered below include: (I) Funding, (II) Public Speaking, (III) Utilizing the Media, (IV) Giving Emotional Support, and (V) Electronic Organizing.

(I) Funding

Funding is very likely important to accomplishing many of your goals. Financial resources are needed for a host of reasons — making leaflets, sending out press releases, bringing in a speaker, holding a rally, having a concert, buying books for a library, sponsoring a conference, producing a concert, or running a film series. The list of possible uses for money in your organizing work is endless.

Although many people shy away from fund-raising, it need not be difficult. Fund-raising is most successful when you have well-thought-out goals, a plan for achieving those goals, and some reliable people to carry out the plan. What do you want/need the money for? Having a clear reason will help motivate you to raise money; it will also be important to those from whom you are soliciting funds.

Basically you will need to know:

- ▼ What do you need funds for?
- ▼ How much money do you need?
- ▼ When do you need it?
- ▼ Where can you raise it?

Why You Need Money
What your group needs money for will depend on its goals. Most groups need some money to pay for basics: a phone, xeroxing posters, printing brochures or newsletters, and ads in the school paper about meetings and events. Some groups pay someone to be an office manager, while other groups maintain a library or get subscriptions to lgbt publications. Other groups want to put on events such as dances, movies, workshops, conferences, speakers, concerts, and theatrical productions.

Parts of the section on *Using the Media* in this chapter were reprinted and adapted with permission from the United States Student Association's, *Access '94, A Student Activist's Guide to Congress*, Gupta-Bloomingdale, USSA, 1994. Other media organizing material was adapted from guidelines published by Robin Kane, NGLTF Media Director. The section on *Electronic Organizing* was written by Boston College graduate student David Leonard, co-founder of New England Network, a regional coalition of lgbt student groups. David's email address is dleonard@nenet.org.

It is useful to write a yearly plan for what you would like to do and a budget for how much it will cost. This will give you (and others) a concrete sense of why you need funding.

How Much Money?

Whether you need a little money or a lot will depend on how much of the above you would like to do. Some groups get a basic allocation from their student government or college administration for basic overhead costs, and then raise money for special events or projects.

A budget can be pretty simple but at the very least it should include two things:

Sources of Potential Income
(possible income sources may include:)

Basic Budgetary Allocation
Grants (on campus and off campus)
Donations (Alumni/ae, Faculty)
Membership Dues
Event Revenue
Sales of Products or Services

Sources of Potential Expenses
(possible expenses may include:)

Salary
Printing/Copying
Postage
Advertising
Honoraria
Travel (to conferences, for speakers)
Sound Equipment (for dances)
Buttons
Telephone

When You Need Money

Part of your overall plan should include when money is needed. It does not make sense to plan a major event the first month of school if grants don't become available until mid-semester. Developing a yearly plan or calendar that shows income and expenses should help make sure your cash flow is adequate. Sometimes you can get loans if you expect to make the money you need on ticket sales the day of your activity or event.

Where to Get Money

Be creative, go wild, get a group of folks together and just brainstorm, listing every idea anyone has no matter how seemingly absurd. You may come up with different ideas depending on the project/event/need for which you are trying to raise funds. Remember, there are ways to meet needs besides raising cash. For instance, donations (free copying, a used typewriter, office supplies) and exchanges (food for your event in exchange for an ad in your monthly newsletter) are alternative ways of getting what you need. Think of reasons a potential donor would want to give you money, goods, or services. What's in it for them? What can you offer them? Will you give them credit? Can you put their name on a poster, list them in your newsletter, or ask members of your group to shop at their store?

Develop a List of Possible Funders
(Here's a generic list as a start)

- Your Student Government Association;

- Other Student Organizations (Women's Groups, Hillel and other campus religious organizations, Third World Caucus, Student Union Program Council, Distinguished Visitors Program, etc.);

- Campus Unions;

- Faculty or Staff Members;

- Alumni/ae;

- Campus Administrators (Dean of Students, Provost, Vice President for Student Affairs);
- Community Organizations;
- Local Businesses;
- Local Religious Organizations;
- Local lgbt group;
- Other Colleges and Universities in your area;
- Arts Councils; and
- Local Foundations.

Find Out How to Apply
Some sources of funds have specific processes for applying for funds. Find out early what the process is and how best to approach a group before asking for money. Is there one particular person who you must speak to? Is there a deadline for requests? Is there a special application form? Do they need something in writing? Is there a specific meeting you must attend? Potential sources such as the student government, local foundations, and arts councils want to give money; it's a primary reason for their existence. But they want to give money to groups they believe are organized enough to carry out projects. Know what you need to do and do it by the deadlines.

If you need to put something in writing (it need not be long), be sure to include:

- What you need the money for and why you think your proposed project is important;
- How much you are requesting;
- Other possible funding sources;
- Brief information on the group, history, purpose, structure, membership;
- Past accomplishments of your group; and
- Budget.

Fund-raising Events
In addition to requests from donors, fundraising events can be effective means of raising funds and they can help to build your group as well. In this way it may be possible to meet multiple goals simultaneously. Events should be fun and well-organized. Be clear on your goals, develop a time-line, make sure people are assigned to each task, and have someone coordinate the various aspects of the event and check in with others. One important key to the financial success of an event is getting a lot of people to attend, and that means good publicity — flyers, posters, press releases, public service announcements on the radio, articles in newspapers, announcements at other events, and chalked graffiti. Possible ideas for fundraising events include dances, concerts, movies, contests, parties, and auctions.

Developing a yearly plan or calendar that shows income and expenses should help make sure your cash flow is adequate.

Sales
Another possible source of revenue is through sales. You can sell almost anything — buttons, t-shirts, flowers, baked goods, etc. The key is to get the things

sold, not piled in the corner of your office. A raffle is another possibility (if it's legal in your state); get local businesses to donate merchandise and sell raffle tickets. In this case there is relatively little risk and almost all your ticket sales translate into profit. You can also sell the time or labor of members of your group; anything from a car wash to computer consulting services can bring in money.

Follow-up

REMEMBER TO SAY THANK YOU!!! You will want to build on-going relationships so that you may call on organizations or people again. This is more likely to happen if you express your appreciation for the contributions that were made.

(II) Public Speaking

Effective public speakers are essential to transforming attitudes and behaviors related to lgbt issues on campus. An effective speaker, for instance, has the ability to educate the campus community, motivate others to join your group or aid your group's work, and challenge and/or confront opponents. There are many different formats in which public speaking skills might be needed, each with its unique characteristics. The following are some of the more common formats and characteristics of each.

Interview Format
An interview will typically be brief. The focus will often be on answering questions rather than on making a presentation. It is a skill to learn to be clear about what you want to communicate and to use whatever questions you are asked as vehicles for communicating your basic message. You might find yourself in an interview situation either on radio, TV, or with print media. Each situation is slightly different. Radio interviews, for instance, are typically longer than other media formats and may involve hostile questions or comments that are called-in from listeners. TV interviews are typically brief requiring precise and concise responses, called "sound bytes." Your appearance will also be something to think about. When interviewed by the press try to have brief replies to questions. Since most of what you say will never make it into print, repeat the most important points in a number of different ways. This will increase the chance your point will make it into the article.

Workshop Format
In a workshop format you usually have the luxury of more time, the ability to go into greater detail, the ability to use visuals and/or handouts, and the ability to have significant dialogue. Often you can build a relationship with the audience so they are apt to be more sympathetic. Typically in this format, such as a class, you have a captive audience the presence of which is not always voluntary.

Speech Format

You might find yourself in a speech format at a rally, teach-in, or in making a presentation to another group. You usually have more control than in an interview, but less time than in a workshop. It is important to be brief, to have a few catchy points to make and to speak with passion. If you are speaking with others who you know, try to coordinate so you all don't repeat each other. Depending on the situation you might have either a supportive or a hostile audience. Your audience might be constant or there may be a steady flow in and out.

Debate Format

In a debate setting, you may be on a panel with others who you don't know or who you know disagree with you, or you may be part of an actual formal debate situation. In either case you won't have a lot of time and your performance is likely to matter as much as the content of what you say. If possible, it is useful to find out as much about your opponents and their position as you can beforehand. Make your points in a simple and clear manner, and be prepared to poke holes in their arguments. This situation can be a bit like theatre so do your best to be relaxed, amusing, and clever. Try not to get to caught by what your opponents say; keeping your cool can count for a lot especially if they lose theirs.

Preparation

No matter which of these formats you are presented with (and sometimes there are elements of more than one of these during the same event), you will need to prepare. Although the situation may vary in terms of length of time you are allotted, the sympathy of the audience, and the knowledge and background of the audience, the following suggestions will help you in preparing your presentation.

- ▼ Know the information. Read the basic material on the subject and know points both for and against your position;
- ▼ Focus on a few key points. Present them in an interesting way (e.g., a new framework, with humor, personal anecdotes);
- ▼ Get your audience's attention from the start and end with a bang. Use clever phrases, dramatic one liners, and other rhetorical devices;
- ▼ Make an outline. The level of detail will depend on your allotted time and the situation;
- ▼ Read your remarks aloud to get the proper timing. Remember to stay within your time limit. Shorten your speech accordingly. Often you will have an opportunity to make additional points during a question and answer period;
- ▼ Memorize the key points of your talk;
- ▼ Put your outline on index cards;
- ▼ Develop resource materials (e.g., charts, overheads, video clips) that present facts and back up your presentation. Make copies of materials to hand out;
- ▼ If you anticipate hostility, make sure you bring support people with you to ask good questions, applaud, etc.; and
- ▼ Incorporate new material into your talk as it becomes available.

Presentation

Before attempting to do your first talk, it might be helpful to go along with someone who has done it before and observe them. The following basic public speaking tips are important to keep in mind no matter which format of speaking you will be doing.

- Connect with your audience, establish rapport, make a human connection with them. Let them like you, know you, and respect you. Establish your credentials (whatever they are);

- Speak slowly, loudly, and clearly. Do not speak in a monotone; vary your voice level, speed, and inflection. It's OK to pause every so often for emotional or dramatic impact;

- Use simple, clear, and understandable language (avoid jargon);

- Keep it short! Don't repeat yourself. Allow adequate time for questions;

- If you are nervous, take slow deep breaths. Make eye contact with friendly faces in the audience;

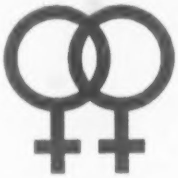
- Use appropriate humor (don't make fun of hostile questioners or your debate opponents). Talking from a personal perspective helps keep audience attention;

- Be flexible in your presentations so you can interact with your audience and respond to what's going on. You can also add anecdotes about the specific group to personalize it;

- Put your watch or a small timer in front of you to help you keep track of time (this beats looking at your wrist);

- Don't talk down to your audience or be condescending. You can always say something like, "As most of you probably know...," if you want to present something very basic;

- Get the audience involved. You can do this by asking a question and taking a straw poll of the responses. Ask people to imagine something and ask for a couple of responses or ask them to turn to the person sitting next to them and introduce themselves;



- Don't get diverted from your main points! If you get challenged on a fact you can say where you got your information and then re-focus the discussion to your point;

- If you are attacked verbally you can try to ignore it or you can ask to have no interruptions now and take questions and comments when you are through; and

- Avoid being defensive or sarcastic. Always be respectful, even to someone who is being challenging and/or disrespectful to you. You may not change that person's behavior or attitude but if you stay respectful you are more likely to win the sympathy and support of the audience.

(III) Using the Media

One of the most important parts of organizing around any issue is educating the public in a way that builds support for our issue. This is why using the media is so critical to our ability to win concrete victories for students. We can reach thousands of people with a single article in the campus or local newspaper or a story on the evening news. Getting the media to cover your issue doesn't just happen. You must make it happen. This means you should incorporate a media strategy into every campaign you wage.

Develop a good list of all the media outlets (television stations, radio stations, newspapers, etc.) in your area. The list should contain, at minimum, the name of the media outlet, address, phone number, fax number, distribution area, deadlines and the name of the reporter who covers education (or lgbt) issues. It is important to have the correct name of the reporter because news rooms typically receive hundreds of news releases each day. You want to make sure your release gets to to the right person.

Write the release as if you were writing the story to appear in the next day's paper.

Send a news release when you have a newsworthy story you want the press to cover. For instance, send a release if you are writing letters or postcards to university and/or elected officials demanding that the campus comply with its own nondiscrimination policy (if your campus has such a policy that covers sexual orientation) by addressing discrimination in campus ROTC programs. Newsworthy stories might also include rallies, demonstrations or forums, as well as the release of new information about your issue. These are only a small sample of reasons why you would want to alert the press.

Frame events or "happenings" in such a way that will make them "newsworthy" in the eyes of the press. When framing a story, think of a good "hook" or "peg." A hook is something to hang your story on. For instance, if the media has been focusing on crime or violence, you may want to use this to talk about work you are doing on campus to combat violence and harassment directed toward lgbt people. Or you may want to respond to a hot political issue. For instance, how do lgbt students feel about the possible funding cuts to public education in your state? In addition to a "hot" media issue, a peg can be an anniversary, a celebrity who is talking about a related issue, a sporting event or seasonal changes. Be creative.

Monitor the media. Watch, listen and read. You should, regularly, watch the evening news, read local, campus and national newspapers, and listen to the radio. Having a sense of how issues are framed by the media, what types of issues get play and the differences in reporting styles will help you to frame your issues to the media. You should also develop a "clippings file" of articles on your issue or related topics. This will help to keep you and your group up to date on how your issue is being discussed and also to help you develop strategies for how to get media play for your issue.

Send a news release to your media list at least one week before your event or, for late-breaking stories, as soon as

possible. The release should be neatly typed on your official organizational letterhead. Include the name of your contact person and a phone number where they can be reached (you should have only one or two spokespeople: reporters hate to be juggled around). Write the release as if you were writing the story to appear in the next day's paper. The headline should summarize the contents of your release in as few words as possible so the journalist can determine at a glance whether (s)he is interested. The first paragraph should include all of the most essential information — who, what, where and when. Try to keep your release objective. If you want to include value statements, do so through direct quotes. Include quotes from the leader of your group, other concerned students or other "experts" who add credibility or interest to your issue. You can even write the quotes for your spokesperson and simply okay them with your spokesperson. The last paragraph should consist of a few sentences describing your organization. Keep your paragraphs short — no more than five or six sentences. Ideally, the release should not be more than a page and never more than two. If you must have more than one page, end the first page with "-more-" centered on the page. Always end your release with a "-30-" or "###". This is press etiquette and signifies the end of the release.

You should incorporate a media strategy into every campaign you wage.

Make follow up calls to reporters. This is where you will "pitch" your story. Reporters are generally busy, overworked people who, most likely, will not be as interested in your issue as you are. This means you should be able to pitch your story (i.e., tell them why they should cover your story) in less than one minute. The first question you should ask the reporter is, "are you on deadline?" If they are, politely ask them when a good time to call them would be. Before you call any reporter, make sure you have your story straight and have all the essential information at your fingertips. Also be ready to fax an additional release if they request one.

Before you talk to any reporter, get your story straight. Think about what your main points will be and then stick to them. Don't let yourself get sidetracked. Remember, taped interviews will be edited. This means you may only get a fifteen second soundbite. You must make your point early and often during the interview. Keep your message simple and don't ramble. Say what you have to say and then stop. The short statement is more likely to show up on the evening news. If you don't know the answer to something, say so. Never lie.

Relax. Working with the media can be a fun and easy way to move your agenda forward. It just takes a bit of forethought and organization. Reporters want stories; you have a story to tell. Use the media as a tool to win concrete victories.

Media Advocacy Tips: Case Study

The following outline contains tips for developing and executing an effective media campaign around hate crimes. Use these tips when planning press visibility for your anti-violence report or adapt them for your own purposes.

Photo © 1995 Alex Zaphiris

1) Identify The News
You will certainly announce:

- Hate crime report released.

Other possibilities:

- Dramatic increase in bashings, murders, other incidents;
- Leveling off of incidents due to work of AV project;
- Dramatic increase in reporting due to new AV project's work;
- Increase due to specific hate crime spree;
- Initiative to combat anti-gay violence;

Examples:

- Pass local or state hate crimes law;
- Call for vigorous official response (mayor, governor, university president, police chief, etc.);
- Announce whistle/self-defense campaign; and
- Unveil gay/lesbian anti-violence documentation project.

2) What Are The Messages?
Shape your news into three or four key messages. Refine and distill the overarching news themes into concise, essential messages. Return to and emphasize the key messages over and over during interviews and in press releases. For example, a hate crimes news story might have the following key messages:

a. Violence and harassment against gay men/lesbians/bisexuals is pervasive and increasing in our community. There is a shocking and dramatic surge in anti-gay/lesbian violence. The violence is occurring in the context of rising attacks against Jews, women and people of color. All people, gay men/lesbians/bisexuals included, have the right to live in a society free from violence and victimization.

b. We need a strong, official response to hate violence...the silence must stop! We advocate:

- Tougher laws against anti-lgbt violence;
- Recognition, condemnation, response by civic, political, academic, religious; other leaders; and

- Official monitoring of hate violence.

c. The lgbt community is resisting violence. We are defending ourselves by: (Announce your plans...see #1, bullet 3).

3) The Press Kit and Media Advisory

- The press kit should contain:

a. Press Release including who, what, where, when, and why (aka, the Five W's), plus short quotes. Summarize the issue for reporters in the press release and write it just as if it were going to be printed verbatim (which it won't but a well-written release will assist your relationship with reporters). Include the key messages and human examples;

b. Fact sheet on hate crimes, with gee-whiz numbers and data;

c. Fact sheet on your organization and its programs;

d. National perspective to support local issue;

e. Background Sheet on state or local legislative efforts, pending or passed laws, history of issue, etc.;

f. Contact names and numbers of other sources/groups (e.g., hotline numbers, agencies, supportive public officials, etc.);

g. Press clips from previous newspaper stories; and

h. Statements of support from allied groups or officials.

Hand out the press kit to reporters at your media event. Deliver the kit to key reporters before the event so they are familiar with the issue — but embargo it (get them to promise they won't "scoop" the news before the press conference happens). Courier the kits to no-show reporters. Keep extra kits on file for future list. Update stockpiled kits with new information.

Media Advisory

If you are doing a press conference or visibility event (e.g., demonstration, candlelight vigil), send a media advisory to invite reporters. The short advisory should inform reporters and assignment editors of the time, place, purpose and participants in the event. Mail or fax the media advisory to reporters, producers, editors, assignment desks, wire service managers, "daybooks" for local Associated Press (AP) and United Press International (UPI), and other media sources at least one week prior to event.

4) The Media

- Identify key reporters, editors, producers, assignment editors, beat reporters, editorial writers in your area; and

- Make a list and update it frequently. Keep a rolodex or computerized database with mailing label printout capability. List should include name, phone number, fax, address of:

a. Local/Regional/State Associated Press offices;

b. Major daily newspapers (local, state, metro, lifestyle, national sections);

c. Television network affiliates (ABC, NBC, CBS, CNN, PBS);

d. Cable television programming;

e. Radio news programs and interview shows;

f. Gay and lesbian press, including cable;

g. Campus media (university newspaper and radio);

h. "Neighborhood" mini-papers; alternative press;

i. Specialty media (Black, Women, health, legal, etc.); and

j. Develop good working relationships with media: This Is Key!

5) The Press Conference and "Advance" PR

- Schedule your press conference for around 10 or 11 a.m., early or mid-week (Tuesday/Wednesday). Avoid Monday, Friday, or on a weekend (bad news days);
- The room should be large enough to accommodate reporters, microphones and T.V. cameras, as well as speakers' table. Set up table at front, then rows of chairs for reporters, then space at the back for cameras;
- Have media sign-in table and log at front door; hand out press kits;
- Elements of the Speakers Panel:

a. Remember diversity. Present lesbians, people of color;

b. Pick articulate, "telegenic," media-savvy spokespersons best qualified to speak;

c. Include non-gay authorities from other communities (religious, civil rights, academic, law enforcement);

d. If you invite a politician, she or he must be given an opportunity to speak, usually near the beginning;

e. Present human interest in the story. Be sure to brief people who are going to tell their stories about the fact that "going public" may have negative consequences;

f. Ask reporters to hold questions until the end;

g. The opening speaker should present news and key messages;

h. Identify speakers; include list of speakers and their titles in the press kit;

i. Keep statements very brief. Five minutes maximum;

j. Give lots of pithy, quotable "sound bites." For example:

> "The gay and lesbian community is under siege, battling an epidemic of hatred and violence;"

k. Deliver your key messages over and over. Try to ensure that no speaker goes off message into unrelated territory;

l. Decorate the press conference with your banner behind the speakers' table or a podium logo in front of the lectern. Use visual aids such as charts, maps, figure blow-ups, etc., but don't let them dominate the press conference. Video footage is especially enticing for television reporters; and

m. Advance work: Book spokespersons in advance on radio and T.V. talk shows. Try to get articles to appear before the actual event. If it's a public event or demonstration, don't forget the newspaper calendar sections. Place editorials or opinion pieces.

6) "Spin"

- Spin means shaping and influencing the news coverage after the event. How do you want the story to play out in the media? In what direction is it headed? Suggest story angles to reporters; gently push them and the story in your direction. Work those reporters with your key messages!

7) Staged Events

- Same as a press conference, but more dramatic, visual and creative. Have a microphone for speakers and a press sign area;

- Stage the photo opportunity with good visuals in mind. Examples: candlelight vigils; body outlines on the sidewalk ("A gay man/lesbian was attacked here"); a giant whistle; and

- Counsel reporters on covering the diversity and balance of the crowd (some reporters have a tendency to focus on just the extravagant elements of our community or on the three anti-gay counter-demonstrators versus the 300 activists).

8) Follow Up

- Clip and videotape your coverage;

- Follow up to thank reporters or correct inaccuracies; and

- Send clips with cover letter to local and state elected officials. Lobby them with the media coverage. Turn the pressure on with media advocacy!

9) A Don't and Some Do's

- Don't lie or mislead a reporter. Never give out false or inaccurate information to reporters. Never wing it. If you do not know an answer to a question, find out and then get back to the reporter by deadline. They will respect you for this. Media advocacy requires a compulsive attention to details;

- Do stick to your key messages;

- Do call the NGLTF Field Department for more information at 202/332-6483; and

- Do shape and influence public opinion about gay people.

(IV) Giving Support

Giving support can take many different forms. Support is one of those things that all of us need,.but we aren't taught how to give. Most of us both give and receive support all the time in the regular course of our lives. Basically giving support means giving someone your receptive, undivided attention and honest feedback. It does not mean giving advice, your opinion, judgments, praise, blame, or reassurance. Most people are capable of solving their own problems if given good support.

All people need general support, but lgbt people may also need support about being queer in a heterosexist and homophobic world. This is especially true for those who are at the early stages of coming out or who are going through a particular crisis/issue: getting involved in a first relationship, learning that one (or someone one knows) is HIV positive, breaking up, deciding to have a child, or looking for a job. Sometimes it is supportive just to be around other people who are also queer. The following are a number of different ways of giving support.

Support Formats

One to One/Buddies.
Even though we naturally give and receive support with our close friends, it may be useful to be more intentional about this process. This does not have to be very formal, but it can be helpful to set up a regular time to do it, for instance, once a week for an hour. You can divide the time with each of you getting to be the focus for half the time, or you can alternate time from week to week. This may be a chance for you to reflect on how things are going in general, to set goals for the up-coming week (or check-in on how the goals we set last are going), or to focus on a particular area of concern (a relationship, time-management, coming out to parents, finding a job...).

Open Drop-in Support Group.
This type of group offers support to anyone who attends. Typically it is advertised widely and meets at the same time and place each week. A small core of regulars may attend, but often there are different people each week. The focus can emerge and be one topic or each person may have a different concern and the focus is on the individuals' and their needs. It is especially important to review ground rules and guidelines pertaining to confidentiality and other "safety" issues each time, since the membership fluctuates. These type of groups may be facilitated by mental health professionals or peers who have received training.

Small On-going Support Group.
This type of group functions very much like the drop-in support group except that there is a fixed membership. This group may be time limited (six week group, eight week group, semester-long group, etc.) or an on-going group that takes on new members at specified times. Often this type of group focuses on a particular issue such as exploring sexual orientation or relationship/intimacy issues or coming out issues. Such groups are often facilitated by a mental health professional.

Drop-in Rap Group.
Many lgbt student groups sponsor a regular, weekly rap group. Often they choose a different topic each week and someone facilitates the discussion. Sometimes people just sit and listen for a few weeks before they feel comfortable participating. Sometimes the group all goes out afterwards (to dance at a gay club or to get ice cream). Because of their informal nature, drop-in rap groups are also a good way for people to find and meet other people in a less "cruisey" environment than a dance or bar. Some possible topics include: relationships with family, coming out to roommates, AIDS, political activism, going home for the holidays, and safer sex. It is important to review ground rules and guidelines each time since the membership fluctuates.

Peer Counseling Group.
Some campuses have a group whose main purpose is to provide support to other lgbt people. Often this is a separate group; sometimes it is a sub-group of the lgbt alliance. Often this group will facilitate the weekly drop-in rap, and also be available in an office for drop-in peer counseling. This group may also take responsibility for staffing a "hotline." Typically this group receives training and supervision from a mental health professional.

> *All people need general support, but lgbt people may also need support about being queer in a heterosexist and homophobic world.*

Any of these formats can be limited to a particular sub-set of the community, such as lgbt people of color, bisexuals, women only, gay and bisexual men, or transgender people. You may want to start the group sessions with a brief check-in to get a sense of how everyone is doing and end with a brief evaluation to see how the group worked for everyone. The following are sample guidelines that may be useful in a support or discussion group, whether drop-in or on-going, peer or professionally facilitated.

Support Group Guidelines
1) Confidentiality:
What goes on in the group/discussion stays in the group.

2) Empathy:
In order to empathize you must first actively listen and then let someone know that you've heard and understood what they've said.

3) Speak for yourself:
Use "I" statements, rather than "he, she, they, some people, etc."

4) Speak directly to the person:
Don't refer to others in the group in the third person; rather speak directly to them.

5) Ask your questions:
Don't censor your questions. Many times we stop ourselves from asking questions because we think our question is stupid or that everyone else knows the answer. Usually when we take the risk to ask a question others are appreciative.

6) Watch for hidden assumptions in figures of speech:
Some phrases are not really true, and they function to shift responsibility and power away from you. Avoid statements such as: "I don't know" (this could mean I don't want to know), "Don't ask me" (this could mean you'll be upset if I tell you), and "I can't" (this may mean I won't).

7) Share the air time:
Some folks can talk easily in a group, while other are quiet or shy. If you are someone who speaks a lot, try holding back a bit, and if you are someone who is quiet, try speaking up.

8) Actively participate:
You will get the most out of a support or discussion group if you actively share your experiences. You will also be giving to others.

9) Set your own limits:
Remember that each person has the right to not share. It is up to every individual to

set their own limits and everyone has a right to pass. Don't pressure either yourself or others to share.

Photo © 1995 Alex Zaphiris

(V) ELECTRONIC ORGANIZING

Introduction
This section focuses on the topic of networking; specifically the use of computer networks, the Internet and the World Wide Web (WWW), and their role in all types of campus activism. The following assumes some familiarity on the part of the reader with the language of computer networks and some of the tools available to the cyber-activist.

There are three distinct groups of people who use computers: (1) the business community and other large organizations, (2) the university and college communities and (3) the independent single user, i.e., the queer activist with his/her own computer. As our community grows stronger and becomes more organized, computerized networking is helping us in all of these areas to be more effective and more efficient.

Networking
Networking should not be seen as only for those who want to be extremely political or develop large circles of influence. Rather, networking is essential to the success of any project involving more than one person.

Networking covers every type of organizational activity from (simply) reaching out to a fellow student, to connecting with an advisor or ally, to knowing how to get the name and address of the local lesbian comic, to knowing who to talk to in the NGLTF's Washington, D.C. office, to knowing the gay and lesbian officer in the Mayor's office to knowing how sensitive the Board of Trustee members are! (or aren't!). Computerization makes all of this easier and simpler, because generally the information and contacts are there to be found — you just have to know where to look!

The Internet, the World Wide Web, local computer networks and general computer resources have become essential tools for all activist organizing, and networking in particular. Our time is short, our numbers are few, our finances are limited, and our energy levels and health often suffer from our dedication and commitment. How important then to maximize the resources we do have.

It may not always be possible to complete your entire project on the "net," but you can often come pretty close. Progress can be made from simply sharing a disk of information with someone whose computer has fax capabilities or access to a laser printer or a modem with access to some Internet resources. Or you may be able to set up a full Internet site for your group, including a "World Wide Web Homepage." Often, however, the net's real strength is in providing basic information and contacts, and helping to share previous experiences, all of which will make your job easier, and give you support and a sense of being connected to the broader lgbt community. In addition to providing access to information and resources, through the internet and indeed any network, people can work together on projects despite belonging to different organizations or being on different sides of the country or world. Hence we may truly have many "virtual" relationships.

Computer Networks

A network is essentially a group of computers which are connected together for purposes of performing some common tasks. Most organizations and colleges have a local network as well as allowing connections to the world wide network known as the Internet. In a basic way, students may work together on a common project by physically passing disks from one to the other. A physical computer connection allows the same sharing of information by sending it over phone lines or cable connections from one computer to another. This means we can share files, resources and information, all without leaving our desks.

The Internet

The Internet is the network of computers all over the world. Individual computers are plugged in to specific "sites" in various ways and these sites are then connected to each other, allowing information to move back and forth, not unlike a fast, efficient and safe post office system. Common ways of making use of Internet connections are via (e-) mail or news (bulletin boards) or, for the more sophisticated user, strange and wonderful procedures which go by the names of "gopher," "telnet," and "ftp" (or file transfer protocol). (More on these later.) You also hear of people "surfing" the World Wide Web, cruising across the various sites of information looking for that essential piece of information.

The World Wide Web

The WWW is a particular set of computer sites on the Internet which play "host" to "hypertext files," which may take the form of text, sound, graphics, movies and interactive databases. These hypertext files are displayed using a Web "browser." By telling your Web browser, a program running on your computer, to go to a particular site and display a particular file on your screen, you have access to many documents, which contain links to other documents at other sites, allowing you to browse from place to place on this system of computers and documents. The real advantage of these hypertext documents, aside from their multimedia presentation and glossy look and feel, is the fact that they are all "cross-linked," meaning that clicking on highlighted parts of hypertext documents allows one to move to another document referenced by that topic or subject or to another site with similar information — all at the click of a mouse. It's rather like reading several books at once, but only the sections that are relevant to your inquiry or quest.

Networking is essential to the success of any project involving more than one person.

E-mail and Mailing Lists

We're here, we're queer, we have email! When most people think of the Internet they probably think first of email. It's why most people want access to the Internet; it's also one of the easiest ways to make use of the Internet. You simply type the address of the recipient, give it a title, type the message and hit "send." Unless you have a slow server or hit a time of particularly heavy usage, the communication should be pretty much immediate to anywhere in the world. It is also possible to interact with some Internet sites automatically through email, requesting files or an index for example, if you don't have access to a more sophisticated method of accessing that site. Essentially this is performed by sending mail to an automated manager. This is especially helpful if your college or access provider limits your access to the full range of the Internet. Any good introductory book on the Internet should cover this method.

We're here, we're queer, we have e-mail!

Given the ease of using email, many, "mailing lists," to which one may "subscribe," have been established. If you are "subscribed" to a mailing list, then all messages sent to the mailing list address are distributed to you and all of the other subscribers. Mailing lists are used to discuss a particular topic or receive information about a particular issue. Subscribing and unsubscribing merely means sending a note with your email address in a specified format to the manager of the particular mailing list. Thus each list will normally have two addresses, one for subscribe and unsubscribe messages and a main address for posting to all subscribers. There are lists for just about every topic under the sun, from high volume lists of a few hundred postings a day to low volume lists of a handful of announcements per week.

See Appendix A, pp. 99-100, for a selection of lists.

Newsgroups

Newsflash: "MOTSSers On Usenet." Usenet news or "the newsgroups," are a collection of electronic notice boards and are probably the second most popular use of the Internet. (Strictly speaking "Usenet" is technically a separate network from the Internet, but let's try and keep things somewhat simpler.) Here instead of messages appearing in your mail box you run a program or application called a newsreader which reads the list of articles from a news site and presents them to you in menu form for you to chose which ones you wish to read. News is useful for holding more public discussions and for making general announcements. News can also be read anonymously, an important feature for those who require secrecy and/or privacy. A given news site collects news from many places, thus news sites are pretty accurate mirrors of each other, save for some local newsgroups which may not be available on a wide or public basis. Many organizations including colleges can establish their own sets of newsgroups, which are only accessible within the organization.

As anyone who has browsed the groups can testify, discussion is often profane, reactionary, high volume and rowdy, with many "flamethrowers," so don your flame-resistant suit if you enter the discussions! However, discussions can also be educational and supportive. The trick is to find your own tolerance and comfort levels. For both mailing lists and newsgroups it is probably worth observing for a while to get a sense of the group before posting your own messages. And "MOTSS"?? That's the abbreviation for "members of the same sex" on Usenet. Here's a selection of the more widely available motss-type newsgroups:

alt.homosexual
alt.politics.homosexuality
alt.sex.motss
alt.transgender
bitlistserv.gaynet
ne.motss
soc.bi
soc.motss
soc.support.transgender
soc.support.youth.gay-lesbian-bi

Internet Sites

"Coming Out In Cyberspace!" Aside from some mailing lists which archive all or some of their postings, however, one of the greatest potential uses of the Internet is to share information and resources on a much larger scale, to have that information and those resources available to vast numbers of people and to do so on an ongoing basis. Hence, there are many sites on the Internet which do exactly that: providing texts files, graphics files (pictures and posters/flyers), software (known as "freeware" or "shareware"), databases, and every type of multimedia file imaginable (sounds, video etc.); all to be downloaded, browsed or accessed in one way or another. Some of the following tools are too complicated and/or technical to explain fully here; remember, this is just an overview. For more detail, check out an introductory book or locate someone on your campus who's familiar with the various cyber-options available there.

To visit these sites or to collect files or information depends on a number of things. Information providers can set up their site in different ways, which mean you may need to use a particular method to access it. The three most common ways of accessing sites are ftp (file transfer protocol), gopher, and http (hyper text transfer protocol). On some occasions you may also "telnet" directly to another site, but this requires having at least a temporary account on that site's system. Some or all of these methods may be available to you - this depends on what system you use and on what methods your access provider makes available to you. Check with them for more details on what you can do and how to do it.

We can share files, resources and information, all without leaving our desks.

FTP is a program or application that you run on your own computer or through your account on your college system which allows you to login to a particular site, often anonymously, and move files from that (remote) site to your account on your own site's (local) system. FTP allows you to pretend you have an account on the host system for the purposes of accessing their publicly available files. However ftp does not allow you to view the files at the site, which means you have to know what you're looking for or download their index first. Not the most helpful, but speedy if you do know what you're looking for.

Gopher, another program, allows you to go to a "gopher-site" and provides you with a hierarchically arranged menu of mostly text files, often many levels deep. Here we need to tunnel through the menus to find what we're looking for.

Not all versions of the gopher program allow you to easily extract or download the information, but you can read it as you go. Some sites do have pointers to other gopher sites or databases off their menus, but again you have to know where to start, if not precisely where to go to, just as with FTP.

HTTP and the World Wide Web: the World Wide Web is a set of linked sites which offer files compiled in hypertext. The two special features of the Web sites and files are, first, that they have links built into their documents that point you to other documents at other sites, which you simply click on to move to. The Web is becoming a fully cross referenced set of links, enabling the user to find similar or related information at the click of a mouse. Its second advantage is that Web documents are not just basic text but can also include pictures, graphics, sound and video, depending on the level of sophistication or interactiveness at a site. In order to access these hypertext documents on the World Wide Web sites, you need a Web-browser, such as Mosaic or Netscape. In addition to sites offering hypertext documents, browsers can also emulate both gopher and ftp (and in some cases enable mail and news readers too). Thus, the Web networks not just the hypertext sites but also all other Internet sites too.

The one drawback to both the Web and the Internet in general is the general difficulty in finding a comprehensive list or index of sites or information. There are however a number of ways of searching the Internet depending on what you are looking for. Any good provider — and the personnel responsible for maintaining networking facilities on your campus — will be able to suggest some places to start.

A selection of Web sites for lgbt resources is contained in Appendix A, p. 100. Most of these point to additional sites and most are accessible in more than one way.

IRC or Internet Relay Chat

The Internet Relay Chat program can run on your home computer or on the system which you dial into. The program then connects you to one of many sites which gives you access to the world of IRC, a set of hundreds of public "channels" where simultaneous communication takes place. It's as if several people are exchanging one-line email notes, which are simultaneously displayed on each person's screen. Private or closed channels can also be set up for specific topics. Many commercial Internet provider services offer similar options such as chat rooms, although nothing can compare with the free wheeling nature of conversation on IRC. System administrators often frown on IRC as a poor use of computer resources, however, many isolated and not so isolated members of our community have found it a valuable source of fun and social interaction. However people tend to stick to email and newsgroups for more serious discussion.

Most versions of the IRC software provide you with a list of available channels, but here's a few to start with: #bisex #gay #Gay #gaysex #lesbian #lesbians #transgen. IRC is definitely not for the faint hearted, so be warned! And it is definitely addictive.

Getting Started

Now that we've taken a quick look at the different types of resources and what's out there, how do you get started? If you belong to a college community, see what resources they have available — check with the computer center or get your faculty advisor or other friendly being to check it out for you. What sort of access do they have or provide? Will they let your group set up an account or just individuals?

If you run into barriers, try finding a local Internet provider — there are now many queer-friendly providers, who may cut you a deal if you explain your predicament. You could also try checking the local yellow or pink pages. Many community magazines or bookstores can point you in the right direction. There is always the local computer store, but it can be a good idea to stay away from the large commercial services. They may be more interested in making money than in providing support to community organizations, and often do not provide full Internet access. They may only provide you with their own services or charge huge fees to get onto the net itself. If that doesn't work it may be possible to work through a local queer organization or even a national one.

Given some of the expense it often makes sense for groups to work together on setting up a local site. Whatever your local success, once you find out the email addresses of people in key organizations, you're well on your way to successful Internet activism. Many key contacts, both locally and nationally can be found through the lists and sites mentioned above.

Do bear in mind the following: there really is no substitute for trying to find your own way around the Internet. It's worth taking a look at some of the basic Internet books, but everything changes so quickly that often addresses and site locations can change in a short space of time. The NGLTF Campus project is setting up a list of advisors, some of whom are available to help you use the resources of the Internet. Check with the Campus Project Office for more details.

LISTS

1. GAYNET: A national discussion and news network for gay, lesbian, and bisexual concerns. To subscribe: Send to "MAJORDOMO@QUEERNET.ORG"

2. ACTION-ALERT: A resource by which we can respond to attacks on our community that are occurring everywhere. To subscribe: Send to "MAJORDOMO@VECTOR.CASTI.COM"

3. SAPPHO: Forum and support group for gay and bisexual women. Membership is STRICTLY limited to women. To subscribe: Send to "SAPPHO-REQUEST@FIESTA.INTERCON.COM"

4. BISEXU-L: Mailing list for discussion of issues of bisexuality. However, membership is open to all orientations. To subscribe: Send to "LISTSERV@BROWNVM.BROWN.EDU"

5. GLBPOC: Mailing list for lesbian, gay, and bisexual people of color. To subscribe: send to GLBPOC-REQUEST@FERKEL.UCSB.EDU

6. DOMESTIC: A List for people who are trying to get domestic partners benefits extended at their place of employment. Subscriptions: domestic-request@tattoo.asd.sgi.com

7. GLB-NEWS: A read-only repository of information for gay, lesbian, bisexual, transsexual, transgender and sympathetic persons. Subscriptions: Listserv@brownvm.brown.edu

8. NASPAGLG: To support the work and programs of the Gay, Lesbian, Bisexual Network of the National Association of Student Personnel Administrators. Requests to listproc@bgu.edu

9. QUEERCAMPUS: A list devoted to organizing and networking among the l/g/b/o campus communities worldwide. To subscribe, send a message to MAJORDOMO@vector.casti.com

10. LBG-LOCAL-NEWS: & LBG-LOCAL-TALK: News that is for the Cambridge/Boston LBG College Community. To subscribe or unsubscribe you should send mail to lbg-local-talk-request@mit.edu

11. NE-NET: Mailing list of the New England Queer College Networking Organization. To subscribe or unsubscribe, send mail to ne-net-request@mit.edu

12. NGLTFCAMPUS. A list devoted to supporting the work and programs of the NGLTF Campus Project. Send an e-mail to ngltfcampus-request@nenet.org. Your subject line must read "subscribe." Your message line must be empty. To post, send messages to ngltfcampus@nenet.org.

WEB SITES

The Queer Resources Directory:
gopher: vector.casti.com
http: www.qrd.org/QRD

UCB Queer Infoserver System
gopher: server.berkeley.edu/communitytopics/mblga
http: server.berkeley.edu/mblga/

U Michigan Info Hub:
gopher: gopher.itd.umich.edu/UMich&AnnArbor/InQueery

Yahoo Site:
http: www.yahoo.com/Society_and_Culture/Sex/Gay_Lesbian_and_Bisexual_Resources/

Pridenet:
http: www.pride.net/pridenet

NENET:
http: www.pride.net/pridenet/groups/nenet

The Queer Resources Directory or QRD is one of the most comprehensive collections of information and referral sources on the Internet for lgbt activists. If you don't find what you're looking for there, you'll find a host of other places to try. The QRD is also fully accessible by email, for those who have limited Internet access. To use this service, send electronic mail to **ftpmail@qrd.org**. For more information about this service, send a message with no subject title containing only "help" on a line by itself.

Chapter 5:

Making Change

By Felice Yeskel, Ed.D.

Introduction

When you think about wanting to make change on your campus, to get action on behalf of lgbt people, there are three basic things to consider. The first is, **what do we want?** The second is, **what's wrong with what we have?** And the third is, **how do we get from what we have to what we want?**

Another necessary ingredient is believing you have power. This process is not necessarily difficult, but to even undertake it you have to feel/be empowered. Most of us have learned, both consciously and unconsciously, that we don't have the power to change things. We've all heard messages such as:

- "That's just the way things are!;"
- "You can't fight City Hall;"
- "If you make a fuss you're gonna be sorry!;"
- "You won't be able to change things; they're in charge and they're homophobic;"
- "It's not your concern;" and
- "You're so idealistic/naive; when you grow up you'll realize_________."

These are frustrating messages and we have learned to take our frustration out on ourselves and each other, rather than trying to change the external situation. But we each have far more power than we realize, especially when we work together. That is why having a solid group is so important. To decide to make change on your campus is to counteract all these messages of powerlessness.

Another obstacle for lesbian, gay, bisexual and transgender people is the sense of being undeserving. All of us have learned and internalized some of the heterosexism and homophobia that pervades society. Many of us struggle against believing we are sick, abnormal, different, bad, sinful, and weird. The process of coming out means recognizing our sexual orientation, ridding ourselves of these messages we've internalized, and learning to fully love ourselves. Feeling great about ourselves (and others) as les-

---

Sections of this chapter have been adapted from *Grass Roots Organizing Weekends*, United States Student Association, 1994. Founded in 1947, USSA is the country's oldest and largest national student organization, representing more than 3.5 million students. USSA and its affiliated caucuses, including the National Lesbian, Gay and Bisexual Student Caucus and the National Lesbian, Gay and Bisexual Students of Color Caucus, advocate for student interests by tracking and lobbying on federal legislation and policy and working in coalition with education and social justice organizations and students around the country.

bians, gay men, bisexual men and women, and transgender people is an important first step in the process of making change. The next step is expecting the world to treat us well, not just with tolerance or acceptance, but with delight. Since learning to love ourselves and raise our expectations is a life-long process, we must start to act before we feel completely ready. Speaking up on our own behalf, taking action, and making change are part of this process and will aid us in our journey toward liberation.

It is not students' responsibility *alone* to make change on campus. Students come to college to get an education. The campus should provide an environment where all students can feel welcome, be safe from harassment, and learn. Unfortunately, this is not the case for many groups (people of color, lgbt people, women, Jews, and people with disabilities). However, seriously engaging in organizational change on campus can often be one of the most educational experiences students have while in school. The skills you learn can be applied to many other settings throughout your life.

What Do We Want?

What we want is tied to what we can envision or imagine. What we can imagine is tied to what we think we deserve. If we think we are lucky to be tolerated we are not likely to imagine being totally accepted and even celebrated for our unique culture and contributions. For lgbt people before Stonewall, the freedom and visibility that exists today might have been difficult to imagine. At that point, some brave people put their bodies on the line in the struggle to be left alone. A quarter of a century later, members of Queer Nation proclaim, "We're Here, We're Queer, We're Fabulous, Get Used To It!" It's not that lgbt people are now free from harassment, but what seems possible has changed. What we want has grown.

The process of coming out means recognizing our sexual orientation, ridding ourselves of these messages we've internalized, and learning to fully love ourselves.

Sometimes we can determine what we want by thinking about what we need. We need some basic things: physical safety, adequate health care, legal protection, role models, images of ourselves in the media, honor and respect for our families. We may discover that we need so many things that it can feel overwhelming. The things we want may seem too big. We can break our visions down into smaller, more concrete pieces. We can begin to think about what programs, services, policies will meet our needs. The creation of these programs, services, policies, or resources can become our goals, and we can prioritize our goals so we work toward one thing at a time.

Another way to discover what we want and need is to learn from others. We can find out what's happening on other campuses so that we do not have to re-invent the wheel. We can look to the struggles and victories of other oppressed groups (women, people of color, people with disabilities, etc.) to help us imagine what we as lgbt people could have.

Some of the things we may discover we want are internal to our community, things we can do for ourselves, such as a visible, active student group for lgbt students, or a peer counseling group, or a hotline. Getting recognition and funding for these groups/activities may require change/support from others. Other things we may want are things that will require significant changes from others. This may be one unit/office on campus like the Counseling Center or Residence Life, or it may require a campus-wide change of policies. The following is a list of programs, services, resources, and policies that currently exist on some campuses.

Campus LGBT Programs, Services & Policies

- ▼ A visible, active lgbt student group;
- ▼ Openly identified lgbt counselors at the counseling center;
- ▼ Regular social activities for lgbt students;
- ▼ A selection of lgbt books, newspapers, journals in the library and bookstore;
- ▼ Academic courses in lgbt studies, a major or minor in lesbian and gay studies;
- ▼ A faculty and/or staff group for lgbt concerns;
- ▼ A non-discrimination policy that includes sexual orientation;
- ▼ Required diversity course(s) which includes lgbts;
- ▼ Harassment policies that prohibit homophobic harassment;
- ▼ A lgbt speakers bureau;
- ▼ An office for lgbt concerns staffed by full-time professional staff;
- ▼ A lgbt alumni/ae organization;
- ▼ Thorough assessments of the quality of life for lgbt people conducted regularly;
- ▼ A lgbt peer counseling group or hotline;
- ▼ On-going, systematic training for faculty and staff about heterosexism and homophobia;
- ▼ Same-gender couples can live in family housing;
- ▼ Educational brochures and posters are distributed;
- ▼ An on-going administratively supported, campus-wide task force on lgbt issues exists;
- ▼ Required diversity training for residence hall staff which includes heterosexism and homophobia;
- ▼ An end to ROTC discrimination; and
- ▼ Same-gender partners get domestic partner benefits.

Envisioning Change

In addition to learning what exists on other campuses, and how other groups that are targets of oppression have dealt with their issues, you can get together as a group and imagine the possibilities. Call a meeting to envision what you want. After introductions, start with something inspiring — a song or poem, a powerful personal statement, success stories, or acknowledging progress since Stonewall. Next have the group engage in a brainstorming session. Start with a focused question such as, "What would it be like if this campus were truly welcoming and supportive of lesbian, gay, bisexual and transgender people? You can focus more specifically on different aspects of campus life, or divide people into small groups and have each group focus on one aspect of campus life: academics, housing, social life, resources, safety, cultural life and so forth.

Brainstorming Technique

Brainstorming is a technique to encourage creativity and to get as many ideas on the table as possible. Creativity is enhanced when evaluation and judgment are deferred. It doesn't matter if it's an impractical idea, or seems off the wall. Perhaps a seemingly off the wall suggestion will make someone else think of something perfect. You can decide to brainstorm for 20 minutes and after you are done you can go back and evaluate what you've come up with. To get the most out of your brainstorming session it is important to follow the guidelines for brainstorming. An acronym for these guidelines is B. O. N. D. S. which stands for:

- Build on other's ideas;
- Off beat, creative suggestions welcome;
- No censoring;
- Defer judgment; and
- Sponteneity a plus.

Guided Fantasy

Another way to help people get creative is to take them through a guided fantasy. First have them close their eyes and relax, focusing on breathing and releasing tension. Tell participants that it is ten years in the future and they have returned to campus. As they walk around they see same-gender couples holding hands, they see courses in lgbt studies listed in the course schedule book, etc. Ask them what else they see as they go through the residence halls, the campus center or student union, the gym, classrooms, and the names of the buildings. After you give them time to think of things, have them return to their breathing and notice where they are now. When they are ready tell them they can open their eyes. At this point you can have people pair up with someone and share their fantasy, or you can have crayons and paper and people can draw their fantasies. To close the exercise, ask people to share with the whole group what they've come up with.

What's Wrong With What We Have?

Just as it's important to know where you want to go, to know what changes you'd like to make, it is important to be clear about current realities. One way to discover the current situation is to conduct an assessment. There are many types of assessments. They may focus on one aspect of campus life, such as homophobic harassment, what services are provided to/for lgbt people, a review of campus policies, or a review of campus publications for inclusiveness. A number of different methods can be used to conduct assessments: paper and pencil questionnaires, personal interviews, public forums, telephone surveys, informal polls in the student union, or attending meetings of various groups.

Informal assessments happen all the time. People talk about which dorm is best to live in, where homophobic graffiti most often turns up, which faculty members are supportive, what majors you can't be out in and so forth. A more formal assessment, although time consuming, can sometimes be part of your strategy for making change. Administrators may hear stories from students who have experienced harassment and feel sympathy, but a formal survey showing that 70% of all lesbian, gay, bisexual and transgender students have been harassed may be harder to ignore.

We need some basic things: physical safety, adequate health care, legal protection, role models, images of ourselves in the media, honor and respect for our families.

A number of schools have conducted assessments of various kinds and the data from many campuses point in the same direction. Often — and ideally — these assessments are conducted by a formal task force set up to examine lgbt issues on campus. The more legitimate the research seems the harder it will be for campus authorities to ignore the data. An assessment project may be one you want to get faculty and staff involved with; some campuses have research offices whose job it is to help with projects of this kind. You can also get copies of what other schools have done so you don't have to re-create the questions or processes.

One of the earliest assessments on lgbt issues was conducted at the University of Massachusetts at Amherst. A report, based on the findings, entitled "The Consequences of Being Gay: A Report on the Quality of Life for Gay, Lesbian, and Bisexual Students" was published in 1984. It includes the methodology used for the research (including the actual questions used), the results (data). It also includes recommendations for change. Many other campuses have used the techniques developed at UMass, and have conducted similar research on their campuses. Other campuses that have conducted surveys in recent years include UCLA. UC, Santa Cruz, University of Minnesota, University of Michigan and University of Oregon (See Appendix A, p. 112, for references).

Appendix B, pp. 113-117, contains the UMass questionnaire, which you are welcome to use in determining what exists on your campus. There is probably no campus that could answer yes to all the questions on this comprehensive survey.

How Do We Get From What We Have To What We Want?

Creating change on campus is a long-term endeavor. Besides knowing what you want and being clear on what you have, change involves sticking with it over time, maintaining a clear focus, and developing the necessary support. In general, there are two types of strategies you will need to use: educational strategies and power strategies. Getting action from your administration, student government, or faculty senate often takes motivating them in these two ways. The first way to motivate them is to make it easier for them to act through cooperation. The other way to motivate them is to make it costly or painful for them not to act through pressure. This is commonly known as the "carrot" and "stick" approach.

Increasing Cooperation + Increasing Pressure = Action

Ways to Increase Cooperation

1. Put your wishes and requests in writing;

2. Build respectful relationships;

3. Think of ways to make it as easy as possible for decision-makers to do the right thing;

4. Do your homework; back up your claims with solid research and documentation;

Photo © 1995 Alex Zaphiris

5. Give positive feedback; show appreciation when decision-makers respond favorably;

6. Solicit assistance and support from faculty, administrators, student government officials who are allies; look for opportunities to coalesce with other campus (or community) groups; and

7. Offer ideas and solutions, not just problems.

Ways to Increase Pressure

Ideally, we want to bring people along with us and enlist their support. When cooperation fails, however, it may be necessary to apply pressure and employ direct action, recognizing that we are likely going to have to continue to coexist on the campus with those we are pressuring. The following direct action tactics have been adapted from material developed by the United States Student Association through its Grass Roots Organizing Weekend (GROW) program:

1. Confrontations involve a group of people going to the individual who has the power to grant your demand and making a specific request of that person. The action may be enhanced with props, songs, posters, etc. Confrontations often have the advantage of being considered newsworthy, particularly if the target person is considered newsworthy;

2. Public hearings involve the presentation of testimony and come in two forms — those which you sponsor and those which are sponsored by campus officials. When you are the sponsor, make sure that you maintain control even though you may ask prominent people to sit on the panel hearing the testimony. Plan all testimony in advance so that the issue is defined the way you want it to be. Provide a visual setting to make TV coverage more interesting. Make sure that the room is slightly too small for the crowd to give it a "packed" feeling. The value of holding your own hearing on an issue is that:

a. it establishes that you are a force on a particular issue of concern;

b. it can educate the community on your issue of concern;

c. it can get press for your group and your issue;

d. it is a way of showing off your important supporters who are on the panel;

e. it is a show of numbers; and

f. its preparation provides many types of activities in which your membership can participate.

If you attend someone else's hearing, keep the following in mind:

a. Official hearings usually last hours or even days and are boring;

b. Limit your participation to the amount of time it takes your speakers to make their presentations, then have everyone leave;

c. Avoid appearing at the same time that an opposition group is present, unless you want the issue to be presented as a confrontation;

d. Try to get an appointment for a specific time to testify;

e. Combine your testimony with a picket line or rally, but bring everyone inside when your spokesperson speaks; and

f. Have copies of your testimony available for the press;

3. Embarrassment through ridicule and sarcasm are not tactics, per se, as much as they are a matter of style. Use them selectively to break down the morale of the opposition and build that of your members;

4. Guerrilla Theater involves humorous, theatrical and unexpected entertainments. Such events are good for morale and for press, but they have little inherent power and are useful only in conjunction with tactics that show your strength. Keep in mind what your membership considers to be in good taste;

5. Mass Demonstrations are a good show of numbers but they are also a lot of work. If you conduct more than one during a campaign, remember that each demonstration must be larger than the preceding one or your opposition will think you are losing momentum. A major problem with mass demonstrations is that they don't lend themselves to specific demands on specific people. It is useful to combine them with actions in which a delegation holds a meeting to gain a specific commitment from your target, while the demonstration continues outside;

6. Exposés of damaging information on your opponent may be released by you directly or through a friendly reporter. The main criteria is whatever will give you maximum coverage. An exposé should always be accompanied by a specific method for correcting the evil you are exposing. Before getting into this relatively risky tactic, ask yourself, "Who really cares about this?" If the answer is "no one," move on to another tactic;

7. Civil Disobedience and Arrest have been used by the civil rights movement to underscore the lawlessness of its opposition. CDs frighten many people, so they are not generally a good mass recruitment tactic. The issue must be deeply felt and well understood for this approach to engender support. If you choose this tactic it is important to provide training for those participating in the action and to consult with people who are familiar withthe law in your area;

Photo © 1995 Alex Zaphiris

8. Legally Disruptive Activities such as strikes, pickets, and boycotts have power insofar as they move beyond symbolism, — if, for instance, they actually keep people from crossing the picket line or keep people from buying a certain product. Such actions have real consequences. As with civil disobedience, it is extremely important to assess whether your actions will increase support or isolate you. Supporters, not just your core group, must feel such actions are justified by the opposition's response;

9. Accountability Sessions are meetings with leaders/decision-makers to demand their support for specific legislation or policy, for instance, meeting with campus officials about instituting domestic partner benefits. Large numbers of your supporters should attend the session. Petitions should be presented showing the support of large numbers of constituents. You want to leave the session with a yes or no answer;

10. Petition Drives, where the signatures are simply sent to a politician, leader or decision-maker are basically useless. When the signatures are presented at an action, accountability session or hearing, on the other hand, they can be extremely valuable. Don't ever give your petitions away; display them and then take them with you. You may, over time, conduct several petition drives in the same campaign and simply keep adding the names together. You can also follow up on the names by mail or phone for recruitment;

11. Letter-writing Campaigns are useful only if combined with personal visits to the recipient(s) of the letters. Letters

should be only one or two lines indicating the position of your group. The organization itself can send a more detailed letter stating what it actually wants the decision-maker or leader to do; and

12. Educational Teach-ins with name speakers can also be a publicity event and a show of strength. Even though the purpose is largely educational, try to have everyone leave with something they can do — circulate a petition, show up for a demonstration, or attend the next planning meeting of your organization.

> *Ideally, we want to bring people along with us and enlist their support. When cooperation fails, however, it may be necessary to apply pressure and employ direct action, recognizing that we are likely going to have to continue to co-exist on the campus with those we are pressuring.*

Organizing is really about making democracy work. It is about ensuring the values of equality and fair play. It is about gaining or returning to people the rights and respect that is justly theirs. Organizing is about becoming the majority. The approaches highlighted above are suggested strategies for gaining power to exercise the will of a demonstrable majority. For these methods to work, the issues raised and demands made have to be ones that most people can support, if not actively work for.

Remember, these tactics carry with them the possibility of backfiring; sometimes more attention is paid to the tactic chosen than the message you're trying to convey.

Developing Allies and Building Coalitions

No matter what issues, strategies, or tactics you choose, it is important to build good relationships and cooperation with other groups who have related aims. Only the powers that be and the status quo benefit from groups remaining isolated from each other and divided. If you are succeeding in bringing about change which threatens the current system, any divisions or lack of unity can be exploited by your opposition or those who have an investment in maintaining the status quo. Just as we need allies as lgbt people, most of the other people that we encounter also need allies. They may need allies on the basis of their race, gender, age, ability, ethnicity, class, religion, or political affiliation. One of the best ways to develop allies for yourself and the lgbt community is to be an ally to other people and communities. (See the section on Diversity in Chapter 3, Managing Your Group, p 66).

Cooperation can take a variety of forms, from informal networking through personal contact and emotional support to building formal coalitions. The simplest ways to enhance intergroup cooperation is to create contexts and opportunities for sharing and getting to know each other. Intergroup cooperation is most solid and strongest when the bridges between groups are based on personal relationships (the connection of particular allies) rather than simply on an impersonal, abstract, ideological basis. The time we invest in getting to know each other and understanding each others' unique perspectives is time well spent in building a solid foundation for working together.

Some groups create a role or position of liaison whose job it is to nurture relationships with other groups and look for opportunities for cooperation which will strengthen ties. While it may be valuable to have one or two people primarily responsible for this function and raising these concerns with the group as a whole, it is important that every individual member of the group find ways to increase intergroup cooperation. As a group you may want to place this item on your agenda regularly, or have a special meeting where you talk about strategies for developing allies and building cooperation.

Benefits of Cooperation

- You can increase your power and influence;
- By pooling information you can develop more effective strategies for institutional transformation;
- By sharing limited resources you can stretch them further;
- You may be able to raise more funding;
- You can increase and sustain morale because you feel less isolated and alone; and
- There is clear educational value in interactions among people of different backgrounds, cultures, religions, ethnicities, political persuasions, etc.

Costs/Risks of Cooperation

- You may have to struggle against feelings of competition and the sense that the other groups are benefiting more;
- You may lose sight of the big picture and argue about small differences;
- It may be difficult to maintain trust if the "opposition" tries to play one group against another through, e.g., "scarcity" arguments that suggest that if one group gains something another group automatically loses something;
- It may take more time, more meetings, more energy to cooperate and or work in coalition; and
- It is necessary to be selective about who you cooperate or build coalitions with. More is not always better; some groups don't share enough values and it will take too much energy to struggle through these differences.

Strategies for Building Ties

- Produce joint newsletters or give each other space in your individual newsletter;
- Co-sponsor events, reducing costs for each group, or co-sponsor fundraising events;
- Trade labor on projects, like helping each other leaflet or put out a large mailing;
- Celebrate victories together;
- Remember to appreciate and acknowledge the work or projects of other groups; send a note, make a phone call, put a message in your newsletter, etc; and
- Hold joint training sessions or workshops.

Principles of Coalition Building
USSA's GROW program defines coalition as "an organization of organizations.

It is not an organization of individuals who are different from one another. It is not an organization of individuals who happen to belong to other organizations as well." The following principles for coalition-building are based on the GROW coalition-building model:

1. Choose unifying issues. Avoid "shopping lists." The most effective coalitions come together around a common goal or set of goals. Make sure the development of these goals is a joint process, rather than one or two groups/individuals deciding on the goals and then inviting others to join;

2. Understand and respect each group's self interest. There must be a balance between the goals and needs of the coalition and of the individual groups/organizations;

3. Respect each group's internal process. It is important to understand and respect the differences among organizations. Make a commitment to learning about the unique values, history, interests, structure, and agenda of the other groups and organizations;

4. Agree to disagree;

5. Play to the center with tactics;

6. Structure decision-making carefully;

7. Urge stable and senior representation at meetings;

8. Distribute credit fairly. Recognize that contributions vary. Appreciate different contributions. Each organization will have something different to offer. Each one is important, so be sure to acknowledge them all, whether they be volunteers, meeting space, funding, copying, publicity, leafleting, passing resolutions, or other resources;

9. If there is staff present, they should be neutral;

10. Give and Take. It is important to build on existing relationships and connections with other organizations. Don't just ask for or expect support; be prepared to give it;

11. Develop a Common Strategy. The strength of a coalition is in its unity. Work together with other organizations to develop a strategy that makes sense for everyone. The tactics you choose should be ones that all the organizations can endorse or they should be taken by individual organizations independent of the coalition;

12. Be Strategic. Building coalitions in and of themselves requires a good strategy. Which organizations you ask, who asks them, in which order to ask them are all questions to figure out; and

13. Formalize Your Coalition. It is best to make explicit agreements. Make sure everyone understands what their responsibilities and rights are. Being clear can help prevent conflicts.

EXAMPLES OF CAMPUS QUALITY OF LIFE STUDIES

Breaking the Silence: Final Report of the Select Committee on Lesbian, Gay and Bisexual Concerns (1993). University of Minnesota.

Nelson, R. and Baker, H. (1990). The Educational Climate for Gay, Lesbian and Bisexual Students at the University of California at Santa Cruz. Gay, Lesbian, Bisexual Community Concerns Advisory Committee, UC, Santa Cruz.

Shepard, C. (1990). Student Services Assessment: Report on the Quality of Campus Life for Lesbian, Gay and Bisexual Students. Student Affairs Information and Research Office, UCLA.

Study Committee on the Status of Lesbians and Gay Men (1991). From Invisibility to Inclusion: Opening the Doors for Lesbians and Gay Men at the University of Michigan. University of Michigan.

Task Force on Lesbian and Gay Concerns (1990). Creating Safety, Valuing Diversity: Lesbians and Gay Men in the University. University of Oregon.

Yeskel, F. (1984). The Consequences of Being Gay: A Report on the Quality of Life for Gay, Lesbian, and Bisexual Students. University of Massachusetts, Amherst.

UMASS QUESTIONNAIRE

By Felice Yeskel, Ed.D.

As you go through the following questionnaire, place a check mark next to those items which currently exist on your campus. Fill in the blank spaces with the information requested. You may need to do some research to accurately complete the questionnaire. Your responses will give you a clear picture of the current situation on your campus.

___ A broadly representative Task Force on lgbt concerns exists, with lgbt participation.

___ The Task Force is supported by the President/Chancellor.

___ The Task Force is chaired by a highly respected member of the campus community.

___ The Task Force is a standing committee, not a short-term group.

___ There is an institution-wide agenda for lgbt concerns.

___ There is one designated individual charged with lgbt concerns.

___ To whom is that person accountable?________________________

___ What level of resources does that person have at their disposal?

Funding________________ Personnel_______________

___ An institutional audit/assessment on lgbt concerns/services/resources has been conducted. The following facets of campus life were included in this assessment:

__historical trends

__faculty

__staff

__students

__residence life

__library

__lgbt needs

__existing resources for lgbt concerns

__curricular content

__policies

__homophobic harassment

__student services

__student attitudes

__campus publications

___ Results of this assessment were widely publicized by top administrators.

___ There are openly identified lgbt counselors at the counseling center.

___ There are regular social activities for lgbt students.

___ There is a good selection of lgbt books, newspapers, journals in the library and bookstore.

___ There is a lgbt Studies Program.

___ There is a variety of lgbt Studies courses.

___ There is a plan for action. It includes the following elements:

  __A vision for what the campus can be like that is consistent with its overall goals and mission.

  __A set of concrete, quantitative and qualitative short-term and long-term goals.

  __Goals that are incremental and can be reasonably attained.

  __A timetable with target dates for the implementation of specific goals.

  __A mechanism to monitor progress against this timetable.

  __Mechanisms for conflict resolution.

  __Responsibility for each task is assigned;
  overall responsibility given to one person on campus.

___ There is leadership from the Chancellor/President demonstrated in practical and symbolic terms.

___ Faculty is involved in all phases of institutional assessment, planning, and implementation.

___ There is involvement of lgbt people.

  __students __administrators __alumni/ae __faculty __staff

___ Support exists for lgbt networks, groups, and organizations.

  __ supported with recognition __ supported with resources

___ There is mentoring for lgbt students, faculty, and staff.

  __formally __informally

___ Enhancing diversity with respect to lgbt concerns is part of the regular institutional planning process.

___ Personnel evaluations include concrete achievements and support for diversity with respect to lgbt concerns.

___ Concrete incentives and rewards are available to encourage and support change.

___ If necessary, sanctions are applied to those individuals or units that are uncooperative in the change process.

___ A process for periodic reporting to the Chancellor/President and/or the Trustees exists.

___ Policies banning discrimination on the basis of sexual orientation exist campus-wide.

- __These policies are written and widely publicized and known.
- __Grievance mechanisms are well publicized and known.
- __Non-discrimination policies are enforced.

___ ROTC is no longer on campus.

___ Same gender couples can live in family housing.

___ Same gender partners get "domestic partner" benefits.

- __ sick leave for domestic partner and family of domestic partner
- __ bereavement leave for domestic partner and family of domestic partner
- __ tuition benefits for domestic partner and dependents of domestic partner
- __ health care for domestic partner: __faculty __staff __undergrads __grad students
- __Other______________________

___ There is orientation and training for new people at all levels, about heterosexism and lgbt concerns.

___ Education/training on heterosexism and lgbt concerns targeted to each unit exists.

The following units have been trained with respect to heterosexism and lgbt concerns

__Campus Police/Security
__Residential Life Professionals
__Counseling/Mental Health Services
__Career Counseling/Placement Services
__Faculty
__Teaching Assistants
__Other________________________
__Health Services
__R.A.'s
__Student Activities
__New Students Program/Orientation
__Dean of Students
__Financial Aid
__Other___________________________

___ Periodic program evaluations, needs assessments, and audits occur with respect to lgbt concerns.

___ Diversity/multi-culturalism statements, explicitly including lgbt concerns, are included in all material.

___ Outside consultants with expertise in multi-cultural organizational development and lgb concerns have been utilized in this change effort.

___ Community-wide education programs on lgbt concerns take place regularly.

___ Educational brochures and posters on lgbt concerns are regularly distributed.

___ Community outreach programs about diversity, inclusive of gays, lesbians, and bisexuals, and transgender people have been undertaken.

___ Evidence of support for lgbt students, staff, and faculty, are included in all outreach materials.

___ LGBT concerns are linked to concerns of other traditionally oppressed groups.

___ Creating change with respect to lgbt concerns is viewed as a long-term effort rather than a one-shot deal.

___ There is a special lgbt scholarship fund for students who may get disowned by their families.

___ There is at least one openly-identified lgbt counselor at the campus Counseling Center.

___ There is a lgbt Issues Editor on your school paper.

___ There is a special residence hall (or floor) for lgbt students and allies to live.

___ A number of lgbt faculty are "out."

___ A number of lgbt administrators are "out."

___ A number of lgbt staff are "out" as gay, lesbian, bisexual or transgender.

___ An organized faculty and staff group for gay, lesbian, bisexual and transgender concerns exists.

___ A number of lgbt students are "out" as gay, lesbian, or bisexual.

___ An organized student group for gay, lesbian, bisexual concerns exists

___A number of heterosexual allies exists.

___ An organized group for heterosexual allies exists.

___An administratively-funded office, staffed by professionals, specifically for lgbt issues/concerns exists. What level of resources does that office have?

Funding________________ Personnel_______________

Chapter 6:

Educating Your Campus

By Felice Yeskel, Ed.D.

Introduction

Because heterosexism and homophobia are so prevalent in our society, knowing how to educate your campus community about lgbt issues is a critical skill. This chapter offers detailed suggestions for educating your campus about the lives and issues of lgbt people through: (I) speakers bureaus, (II) educational and other types of programming, (III) film and video, and (IV) printed materials such as posters and pamphlets. Compared to other chapters, this one really reads like a cookbook, with numerous lists of helpful (we hope) tips and ingredients. Don't let yourself become overwhelmed. We suggest you treat each of the four numbered sections as a separate chapter.

(I) Organizing a Speakers Bureau

One of the most effective ways to educate your campus is to interact directly with members of the campus community. Let them meet you, see you and know you. Research has shown that people who say they know someone who is lesbian, gay, bisexual or transgender are far less likely to be homophobic. Merely being out and getting to know others in your day-to-day life is a form of education. An organized way to do this is through a speakers bureau.

Why A Speakers Bureau?

A speakers bureau can be a meaningful and empowering experience for you in addition to being a useful form of community service. The speakers bureau is designed to provide a personal perspective on what it means to be a lgbt person

---

The section on Speakers Bureaus was adapted from the UMASS, Amherst Speakers Bureau Manual.

The section on film and video is an updated version of a 1991 NGLTF newsletter produced by then-NGLTF student interns Bryce Avery, Dorian Harding-Monk and Sarah Norbeck. NGLTF volunteer Ron DeVrou, Marge Brown at Evergreen State College in Washington and Michael Lumpkin of Frameline (San Francisco) provided valuable assistance, as well. Updated information for this manual was compiled by Beth Gimbel, intern in the LGBT Resources Office at UCLA, Amy Goldstein and Scott Meckling of Out on the Screen (Los Angeles) and Jenni Olson of Frameline.

Many of the posters and flyers appended to this chapter were developed by graduate interns at the UMASS Stonewall Center (aka the Program for Gay, Lesbian & Bisexual Concerns).

in contemporary American society. Despite the fact that it seems almost impossible not to be exposed to lgbt issues in "the Gay 90's," the continued prevalence of media stereotypes and the fact that many heterosexuals still may not know, or know that they know, a lgbt person results in a continuation of fear, confusion and misinformation regarding lgbt people.

A speakers bureau usually consists of a panel of trained volunteers who are willing to speak about their lives and experiences. These panels can be held in a variety of settings, including residence halls, classes, student organization meetings, fraternity or sorority houses, schools, churches, workplaces and other locations off campus. A panel may consist of three to four speakers representing the lgbt community's diversity as much as possible. It is essential to strive for a panel that will represent as diverse a group as possible with respect to race, ethnicity, religion, age, background, past experiences with coming out and sexual orientation. It is often a good idea to include a heterosexual ally on the panel as well.

Research has shown that one of the best ways to reduce someone's homophobia is for them to have direct contact with lgbt people. Heterosexual allies also provide those attending a panel with the opportunity to better understand how homophobia and heterosexism diminish the quality of life for all people, and can provide important role models. The most impressive aspect of the speakers bureau is its proven success at providing many of those attending with an entirely new perspective on lgbt people. The speakers bureau is also inspiring to many closeted lgbt people, particularly youth who are struggling with their sexual orientation.

The underlying, guiding principle of the speakers bureau is that the lgbt community is highly diverse, and that we are all individuals. As anyone who has attended a major national political march or a political discussion of any size can attest, no two lgbt people are exactly the same, nor are they likely to have had the same experiences or share the same viewpoints regarding their sexual orientation or related issues. Speakers bureau members speak from an individual or "I" perspective with respect for the opinions, viewpoints and experiences of other panel members.

Research has shown that one of the best ways to reduce someone's homophobia is for them to have direct contact with lgbt people.

Goals of the Speakers Bureau

1. To provide accurate information to contradict heterosexist myths and stereotype;

2. To answer people's questions from each member's personal perspective, thereby representing the rich diversity of the lgbt community;

3. To provide positive representations of the lgbt community and of supportive allies;

4. To advocate for the civil rights of lgbt people; and

5. To develop a sense of power and pride for speakers bureau members.

Responsibility of Members

It is important to clarify the role and responsibility of the volunteer members of your speakers bureau. Here are some that may be useful:

1. Participate in the initial training;

2. Attend speakers bureau meetings and on-going trainings (about once every month);

3. Meet with fellow speakers to plan before the speaking engagement;

4. In general, follow the established speakers bureau format;

5. Represent the goals of the speakers bureau in your presentations;

6. Fill out and return an evaluation of each speakers bureau program in which you participate;

7. Hand out, collect, and return the evaluations from the audience;

8. Exchange feedback with co-speakers after each speakers bureau; and

9. Keep your commitments: return phone calls, be on time, attend meetings, do what you agree to do.

The Training Manual

A training manual is useful to familiarize new speakers bureau members with the structure, policies, and processes of the speakers bureau. It can help members think through some of the concerns they might have speaking in front of groups, discussing emotional or controversial issues, and confronting homophobia. It can also provide some factual information on different subjects so that speakers can be well informed on issues besides speaking about their own personal experiences.

Purpose of the Panel Presentation

Although greatly increasing numbers of lgbt people are choosing to be open and honest about their affectional and sexual orientation, many are still closeted and consequently invisible. The invisibility of lgbt people contributes to the flourishing of myths, stereotypes, misinformation, fear and confusion about lgbt people. The speakers bureau's philosophy is that fear, homophobia and the resulting oppression and violence of heterosexism are often products of ignorance. By letting people get to know us, we hope to dispel some of the myths, stereotypes and misinformation present in society about lgbt people. Speakers bureau members break down the silence by talking with people about their lives.

The task is to make each member of our audience feel a personal connection with homophobia. As the Boston Gay and Lesbian Speakers Bureau says,

We help our audiences begin to see gay men and lesbians (as well as bisexuals and transgender people) as people instead of as an abstract evil. We show them our humanity, our intelligence, our humor, compassion, vulnerability and *strength. We have a story to tell, one that most people have never heard.*

Because no presentation is long enough to cover all of the issues that need to be addressed, certain topics have been prioritized over others. Although a great many topics may be covered it is important for there to be a focus. The purpose of a speakers bureau presentation is to raise awareness of, and to increase sensitivity to gay, lesbian, bisexual, and transgender Issues. This is necessary because we live in a culture that is heterosexist. Historically, lgbt people have been considered physically and mentally ill, sinful, criminals, and worse. By combining personal experiences with facts, the type of education provided by a speakers bureau can be on the front-line in the struggle against homophobia.

Perhaps our most important task is to demystify gay men, lesbians, bisexual and transgender people. There remain many people who have never met "a real live gay person" before. As many of the questions and follow-up comments indicate, many heterosexuals are often amazed that lgbt people lead "normal" lives, with values, beliefs and "a lifestyle" that is strikingly similar to their own. They are also able to begin to comprehend the complex range of personal strength as well as painful struggle that for many lgbt people is directly related to having a romantic and sexual attraction disapproved of by many in society.

> *Perhaps our most important task is to de-mystify gay men, lesbians, bisexual and transgender people.*

The Tasks of a Speaker

1. Raise awareness and increase sensitivity by demystifying lgbt people through recounting personal experiences. Give a personal perspective on homophobia. Simply being told, "Homophobia is wrong!" is not very effective, and it is too abstract a statement to have much meaning. Therefore, we must give examples of how homophobia has touched us in our lives. We also need to share the positive sides of our lives;

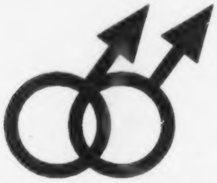
2. Answer questions related to current lgbt issues when you can. General questions related to families, relationships, civil rights and current lgbt issues in the media are very common. In answering these questions be careful to not answer questions that you do not know the answer to. It is impossible to know the current status of every civil rights issue related to the lgbt community. If, for example, you don't know how many states have passed anti-discrimination legislation related to sexual orientation, simply say you are not sure or you don't know;

3. Share your feelings about homophobia and how it has affected you;

4. Tell the audience that they have a role in the eradication of homophobia and heterosexism, that they can help. Provide concrete actions that they can take to help, for instance:

- Don't make gay jokes;
- Don't abide gay jokes from your friends, family, or dorm-mates. Tell them you don't find them funny;
- Realize that when gay people hold hands or kiss in public, they feel so

strongly about their love that they are willing to take a risk, so don't stare or harass them if you see this happen;



- Realize that if you are in a group of a dozen people, chances are that someone there is gay. Don't exclude him or her;

- Participate in gay pride marches. Lots of straight people are there;

- If you read an article or see a program that is offensive to lgbt people, write a letter of complaint;

- Don't assume that anyone is gay or straight. Don't assume that someone you meet is straight. Don't assume that someone you see walking with one of us is gay;

- Don't point us out to your friends and say, "Look at that gay person." We will come out to whomever we choose at whatever pace we choose; and

- Be aware of the words that you choose.

How to Organize a Speakers Bureau

It is useful to have a coordinator who will oversee the list of trained speakers and will respond to requests for speakers. The process of becoming a speaker will be discussed a bit later. When a request comes in, the coordinator assembles a list of possible speakers for that request This list is determined by the type of speakers requested, how many engagements speakers have already done, the available times of speakers, and the diversity of the panel. One of the speakers is designated as the Lead Speaker.

Function Of The Lead Speaker

1. The Lead Speaker is in charge of reminding the other speakers of the time, date and location of their presentation and a scheduled time to meet beforehand to determine logistics and other details;

2. The Lead Speaker moderates the panel, informs about campus or area resources and announces the ground rules (see below);

3. S/he also coordinates the meeting afterwards for a quick debriefing to give one another feedback. (This is an important part of self-monitoring the bureau); and

4. The Lead Speaker collects and returns all the evaluation forms to the program.

Before A Speaking Engagement

It is very helpful for the speakers to get together before the engagement and discuss both their personal styles and the particular logistics for this presentation. This can be done in the car going to the engagement, at a coffee shop, or in the hallway just before you are about to go on. The following topics are useful to cover:

1. Is there a specific topic requested to talk about by the person requesting the presentation?;

2. What do we want to talk about relating to this?;

3. Who will speak first?;

4. Who would like to be designated to select questions from the audience?;

5. Are there certain topics one of you is more or less comfortable discussing? Any special anecdotes you want to tell?;

6. Do you want to use your last names or just your first?; and

7. Do you have any particular problems you want the other speakers to watch out for, and how do you want that handled?

In general, get to know your co-speakers at least enough so that the audience understands that you are working together in a professional manner.

Ground Rules For Bureau

The Lead Speaker should make sure that the following ground rules are clarified at the beginning of the engagement:

1. There are no stupid questions and we should approach the audience with respect and the understanding that having grown up in a very heterosexist society they are likely to ask questions that might actually seem really stupid, yet be quite valid from their perspective. Correspondingly, if a question seems humorous and/or ludicrous, it is O.K. to laugh, provided the audience understands that the panel is not laughing at them, but that from our perspective a question reflecting an all-too-common stereotype seems ridiculous and on some level funny;

2. We maintain the right to not answer a question for whatever reason. If a question is offensive or overly personal, speakers are in no way obligated to answer;

3 Anonymity: Some speakers are completely out of the closet; others are not. If you are speaking and are concerned about anonymity, the panel should make a related statement to those attending the panel. An appropriate statement would be: "We have chosen to come here today and share personal information about our lives. Because discrimination against lgbt persons is still considerable, we ask that you respect our personal choice related to who we tell our sexual orientation and specifics about our lives" and

4) We each speak only for ourselves. We do not represent all lgbts. We will try to use "I" sentences and avoid broad generalizations.

> *There are no stupid questions and we should approach the audience with respect and the understanding that having grown up in a very heterosexist society they are likely to ask questions that might actually seem really stupid, yet be quite valid.*

Basic Speakers Panel Format

While formats for particular programs may vary slightly, the following is a general outline of a speakers bureau panel program:

1. The person who requested the speakers bureau introduces the panel as representatives from your organization;

2. The Lead Speaker introduces herself or himself and explains the format and ground rules to be followed. This is a good time to also mention various resources on campus;

3. Each speaker briefly tells his/her "story." Stories should have a theme and be illustrating a point you want to make. Sharing enlightening or amusing anecdotes is very effective in telling your story. The stories should generally be kept to five minutes each;

4. To encourage questions from those who may be the most likely to have homophobic thoughts or prejudices regarding lgbt people (we do not want to have a discussion solely between panel members and those who already "get it"), the lead speaker should request that the audience members write questions they wish to have answered on 3x5 cards, which are then collected by the moderator for the question and answer period. Ask all participants to hand in the cards whether or not they have a question, to allow for total anonymity of questioning;

5. The moderator reads the cards to panel members and panel members offer to answer them. During this period, panel members engage in dialogue with the audience as well as answer questions directly from the cards. If cards were not used, open the floor to questions. You may have to encourage questions by raising possible questions; and

6. The moderator closes the program and hands outs evaluations and various handouts with additional resources for the audience. (Appendix A, pp 140-141, contains sample questions for evaluation forms.).

After the program, be prepared to talk with audience members to answer further questions. An individual might need a referral, so be prepared to offer this. Be supportive and low key.

Prompting the Discussion Section

What should you do in awkward moments when the audience isn't asking any questions? Here are some suggestions:

1. Encourage questions. You might say something like:

We won't be offended by any question you ask. Even if the question itself is offensive, we can tell you why it is. We may not answer every question, as that is one of our ground rules. But please ask and we will let you know, generally, why we are choosing not to answer;

2. Have some questions you want to answer. You might say, "One of the questions I'm often asked...;"

3. Tell another anecdote;

4. Ask your co-speaker a question that you really want to hear the answer to. (Or that you know they have a good answer for.);

5. Have audience write questions down on paper, collect them, and read and discuss them;

6. Use humor (if you're comfortable with it). For instance, you might say, "Oh, you don't have any questions for me? I've got one for you. What made you choose to be heterosexual?;" and

7. Postpone the Q&A by involving your audience with prepared exercises/questions.

Some Basic Speakers Guidelines

1. DO assess your own comfort about speaking before a group. Think about

what it might be like, for instance, if there are people you know in the audience . Other concerns about being a speaker, such as dealing with nervousness, or gauging how open to be with an audience may be discussed with other speakers prior to the program;

2. DO respect the audience. Point out that there may be gay people in the audience;

3. DO stress your individuality, that gay people are diverse, that you are speaking only from your own experience and that you don't represent all lgbt people;

4. DO try to give a rounded picture. Present views on lgbt issues that balance your own. Say: "I feel/think...... but I know others may feel/think...;"

5. DO explain your terms; watch your jargon. Don't over generalize. Know your facts. Be accurate in quoting research. DON'T make guesses. Say "I don't know" any time you're not sure of any answer;

6. DO disagree if you and the other team members have differences of opinion. DO NOT argue in front of the audience — simply state that you have a different point of view than your colleague and explain your opinion briefly;

7. DO respect lgbt people. DON'T disown any part of the gay community. DON'T promote stereotypes (gay or nongay). NEVER identify lgbt individuals by name (except for openly gay public figures);

8. DO stress that lgbt people are oppressed. DON'T fall into playing victim, treat the audience as the enemy, or ask for pity. Be careful of attitudes which may be interpreted as hostile or defensive;

9. DO respect fellow team members and interact with the entire speakers bureau team. DON'T dominate the discussions;

10. DO restate each question, and ask (if the question is verbal) if you've understood it correctly. Speak loudly and clearly;

11. DO look at the audience;

12. DO be concise;

13. DO use "I" statements as much as possible. For example:

YOU Statement: As a gay person, life is not worth living until you come out of the closet.

I Statement: As a gay man/lesbian, my life was not worth living until I came out of the closet.

YOU Statement: Straight people really offend us when they say gays are more promiscuous than they are.

I Statement: I feel offended when someone says that gays are more promiscuous than heterosexuals;

14. DO watch and listen for signs of boredom;

15. DON'T personalize hostile remarks or verbal assaults;

16 DON'T be defensive or sarcastic. Avoid "in jokes;"

17. DON'T make assumptions about the audience. Don't assume they are all

straight. If it's a lgbt studies course, don't assume they are all lgbt people or that they are educated about our issues because they've studied them. In a seemingly less safe environment, don't assume that all attendees are homophobic;

18. DON'T get into overly long personal anecdotes. DO communicate personal feelings; and

19. DON'T let the Q&A section get sidetracked onto one or two narrow issues (religion, AIDS, etc.). If you feel that one subject is monopolizing the discussion, steer away from it after it has been covered sufficiently. Say: "I think that we've talked enough about X for awhile, let's move on to other areas". If the audience resists this, use your best judgment to determine their mood. Remember that it is important to answer a broad range of questions.

Remember, seventy percent of all communication is through facial expressions. Fifty percent of that is communicated through the eyes. Only thirty percent of all communication is verbal.

Working With Co-presenter(s)

The importance of asserting your individuality has been stressed frequently. This is great, but it could become a problem in your interactions with your co-presenter(s). You will not be the only person presenting material to the audience, so it is imperative that you form a strong rapport with your co-presenter(s) and work as a team. What you will find, though, is that it is easy to step on each other's lines and to interrupt each other, and you may find that what the other says is incorrect or completely different from what you have to say. You must have patience and respect for the person with whom you are working. Although this may at times be difficult, certain skills will make it easier.

First and foremost, you must be completely willing to communicate with your partner(s). If, after a panel, you feel as though your time to speak was constantly interrupted, or that your comments were ignored by your co-presenter(s), tell them how you feel. Of course, do not do so angrily; be gentle. Feedback is difficult for all of us. However, there will generally be no supervisor there to make comments and suggestions. Each of us must help our colleagues to grow and further his or her skills.

Secondly, remember that you may be doing the same irritating things as your co-presenter(s). This is true not only because we all tend to make similar mistakes when doing panels, but also because we tend to feed off each other. If one of us is talking too much, the other may also begin speaking too much, to make his or her voice heard, as well. Try to monitor your own behavior. Ask yourself, "Am I talking too much? Am I cutting anyone off?" The more we are willing to work on our own issues, the more likely it is that others will be willing to work on theirs. Each of us has "pet peeves" that we must address during a program or we feel it was a terrible program. Find out what your own personal peeves are and share them with your co-presenter(s). Just remember, you need to work together.

To facilitate this, you might want to develop a "secret code" that you can use to signal your partner(s) that they are taking up too much time, or are stepping on your lines. Also, it is strongly recommended that you relax together for five or ten minutes after the presentation to talk and debrief with each other. During this time, please give each other positive feedback and constructive criticism.

Occasionally you will find that you have a hostile audience. Remember, you are trying to educate. Always answer their questions honestly and seriously. If people become disruptive, you may always ask them to leave.

Difficulties that you might face

Some panels will breeze by with simple questions and a warm and receptive audience. Frequently, however, there will be a number of difficult situations that you will have to deal with quickly and professionally. The best way to do this is to continually remember your task as a discussion facilitator and panel presenter.

Occasionally you will find that you have a hostile audience. Remember, you are trying to educate. Always answer their questions honestly and seriously. If people become disruptive, you may always ask them to leave. If you deal with the situation properly, however, this should not be necessary. Many of the people who come to panels are the people who least need to come, therefore most of your audience will be sympathetic. Use the supportive members of the audience to help limit disrupters.

Some audience members (particularly men) will make faces or otherwise display discomfort when you discuss your feelings, emotional and sexual, for someone of the same gender. Remember that is a reflection of them, and not of you. Try not to let it affect what you say.

It can be even more difficult when the audience is too friendly. If the audience is ignorant then you clearly have work to do. If, on the other hand, they all know what is "politically correct," then you may feel as if you are not telling them anything that they didn't already know. First, remember that just because they know facts from textbooks does not mean that they have a true understanding of what it is like to be lgbt. If they are accepting of gay and lesbian civil rights, then you can focus on the more subtle forms of homophobia, on inclusiveness, and on activism by our straight allies. However, also bear in mind that what individuals say and what they feel are frequently not the same. Homophobic comments are generally conditioned by society, but more and more people are finding homophobia to be socially unacceptable and they have learned to cover up their homophobic attitudes in public. This does not mean, necessarily, that they have overcome their homophobia.

Other difficulties you may face include your own nervousness and boredom. At these times you might want to remind yourself of why you are doing the presentation. Try to keep your energy high and your audience engaged.

Potential Audience Responses

1) Homophobia

Homophobia (the fear or hatred of same-gender love and relationships) is present to some degree in all groups. Sometimes it is expressed overtly, and other times more subtly. It is expressed in many ways, some of which are discussed below. Remember that you cannot take responsibility for an audience member's uncomfortable feelings. You are there to help audience members gain new knowledge and understanding about homosexuality, bisexuality and transgender issues.

2) Animosity, Sarcasm, & Hostility

While these reactions on the part of audience members are not the rule, they can be difficult to deal with if they arise. Keep your composure! Do not buy in to people's negativity, which is generally an expression of their need to change, not yours. You may need to tell people that what they are saying or doing is hurtful or offensive to you, refer back to the ground rules and ask them to stop. Always be respectful. Remember, the rest of the audience is watching your response. Do not respond to these reactions with animosity, sarcasm or hostility of your own!

3) Ambivalence & Apathy

While this kind of reaction can be discouraging, remember that it is not always easy to engage an audience, especially if they feel that the subject is not their issue or problem. If a group you are speaking to is especially apathetic or ambivalent, you might want to find some way to connect these issues to your audience.

4) How to Handle Personal or Difficult Questions

Although "I" statements are generally important to use when speaking, occasionally you might want to drop this approach when a question is difficult or very personal. Other suggested responses:

a. "Depersonalize" the question: "Some people"..."they....;"

b. "I can only speak for myself, not all lgbt people;"

c. "I don't have an answer to that question;" or

d. "I would rather not answer that question.

Other limit-setting statements you can make:

a. "That is not one of my concerns;"

b. "I understand that you would like..., but I...;"

c. "Gay jokes offend me. I'd rather not hear them;" or

d. "Perhaps we could discuss that later. Right now I need to collect my thoughts and move on."

Examples of negative feeling statements you might want to make:

a. "I don't agree with you;"

b. "I feel put down by comments like that;" or

c. "I feel disappointed by attitudes like that."

Remember: Take advantage of your co-presenters. Perhaps one of them would like to answer the questions or will better know how to deal with the situation. You are not "out there" alone.

Dealing With Hostility

Verbal hostility can range from a simple question with veiled hostility, to an outright statement like "you disgust me," to a person disrupting the entire engagement to make a point. The following techniques can help you diffuse a hostile situation before it has a chance to ruin the engagement.

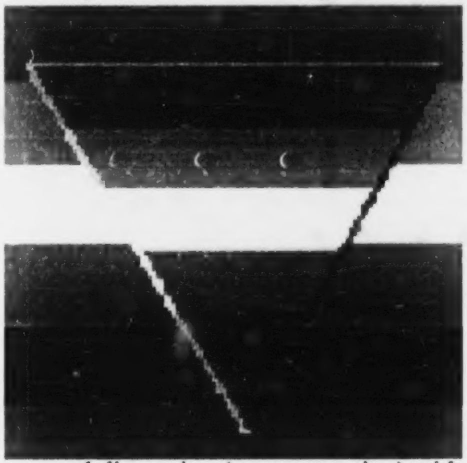
Remember, most of your audience, even if they disagree with you, does not want to see you harassed. If you can diffuse a potentially hostile situation without getting defensive, you will win some points.

Hostile question
Explain — to the audience in general as well as to the person who asked the question — what assumptions you think the asker is making, and why these assumptions are false. Try to give a calm alternative to that of the questioner: "No, I don't believe I am going directly against the word of God, anymore than when I eat shrimp or pork."

Hostile statement
"Thank you for your opinion. It isn't always easy to express what society teaches us as facts. I do not agree however. Here's what I think..."

Persistent hostility
"We have a difference of opinion that I don't think we can solve here today. Since we're all here to learn, let's move on to other people's questions." Or "I think I've already answered that; let's give some other people a chance to ask their questions."

Disruptive hostility
"You obviously have a point you want to make. Rather than turn this discussion into an argument, let's be fair about it. Why don't you take two minutes to say whatever it is you want to say without interruption, and then we'll go back to the general discussion (or presentation) without further interruptions from you. Go ahead, you have two minutes."



Questions Most Frequently Asked

1. Was being Gay something you always knew you were or did you decide as you became more mature?

2. Are you glad you've come out? Are you happy?

3. When/How did you know you were homosexual? How did your family react when they found out?

4. What's the worst part about being gay?

5. Where do you go on dates?

6. What brings a lgbt person "out of the closet?" Is it hereditary?

7. How many people are lgbt in college in general and how many are "out of the closet?"

8. What do you do in bed? How did you know what to do?

9. Are you attracted to everyone of the same sex that you meet?

10. Do you feel comfortable with being gay and what kind of pressures do you feel because you're gay?

11. Can you be legally married anywhere?

12. What makes you gay?

13. Did you have an unhappy childhood? Is that why you're gay?

14. How accepting do you find the environment here? In what ways have you been oppressed?

15. If you had children would you want them to be gay?

16. Do your parents know? If so, how have they reacted?

17. Isn't it immoral to be gay? How do you reconcile your sexuality with your religion?

18. How do you meet/find other lgbts?

19. Are people gay because they don't like having sex with the opposite sex?

20. Do you feel that you are pressured by society to stay "in the closet?" How do you cope with that?

21. What is bisexuality? Aren't bisexuals really just avoiding making a choice?

22. What is transgender? Why are transgender people included?

23. Have you ever been discriminated against because of your sexuality?

Short Responses to Frequently Asked Questions About Homosexuality

1. Who is homosexual?

The words homosexual or homosexuality are adjectives. They are used to describe a person but are not a complete description. One cannot categorize a person as homosexual very easily. Actually we know that sexuality runs on a continuum ranging from completely homosexual to completely heterosexual. Most individuals fall somewhere in between, with people who embrace their attraction to both genders identifying themselves as bisexual. People who express their sexuality in preference to those of the same sex prefer to be called gay (if male) or lesbian (if female) rather than homosexual. Transgender people have a self perception of their gender that differs from their biological gender assignment and may express themselves as *transexuals* (if they've undergone or plan to undergo a process of sexual reassignment), *cross dressers* (if they publicly or privately attire themselves in clothing typical of the opposite gender) or as *transgender*, as in transcending the boundaries of a stereotyped gender dichotomy.

2) How is Homosexuality or Heterosexuality Determined?

A more appropriate question would be: "What causes human sexuality over the whole range of the heterosexual/homosexual continuum?" Some studies have shown that the causes are hormonal or genetic while others have demonstrated strong links to learning and experience. In fact, then, the correct answer is we don't know. What's key is to discuss the question with the audience. The reason relatively few teenagers express homosexual feelings is that they find it difficult to relate to the presumed stereotypes or they are held back by simple fear. The feelings are there, but the freedom to air them is not. It is difficult to take an open stance on one's gay feelings in a hostile society, yet many do rather than living under the pressures of assuming a false lifestyle.

3. How Many LGBT People are There?

It is difficult to give a precise answer, however, a common figure used is 10% of the population (although Alfred Kinsey's research during the 1940s, from which this figure is derived, actually reported that 10% of those in his sample have primarily same-sex sexual contact for at least three years during their adult life). That would mean that the number of gays in the United States is about 20,000,000 people. More recent studies have indicated figures as low as 1% of the population and as high as 6-7%. lgbt people cross every socioeconomic and cultural group. Conventional wisdom would have us assume that probably one of every ten people a person deals with a day is lgbt. The point that really needs to be made, however, is that numbers are irrelevant to whether lgbt people should have basic human rights. Jews are only 2.5% of the US population; no one argues that it's all right to discriminate against Jews.

4) Are LGBT People Easily Identified?

Many people have a preconceived idea of what lgbt people look like or act like. Gay men, for instance, are believed to have soft facial features, graceful walks and a fondness for stylish clothes. Lesbians are thought to have broad features, are athletic and wear masculine clothing. These are not true. In fact, many people one meets daily are lgbt but don't fit into these stereotypes.

LGBT people have the same range of feelings of love as other human beings.

5. Is Homosexuality a Matter of Choice?

Sexual feelings are not a matter of choice. Sexual feelings (same-sex and opposite-sex) and feelings related to gender identity are determined by early childhood. Choice does play a part, however, in the way one decides to respond to his/her feelings and integrate them into his/her life.

6. Is Homosexual Love the Same as Heterosexual Love?

Most people understand that heterosexual love is not only about sex. But straight people tend to think think that homosexual love is strictly sexual. This is not true. LGBT people have the same range of feelings of love as other human beings. They just don't have the sex roles to fall back on in a relationship that heterosexuals do.

7. What Causes Homophobia?
Homophobia is an irrational fear or hatred of homosexuality. Homophobic individuals are usually people who have problems dealing with other minorities or people who are different from themselves. Many believe that homophobia stems from the same impulses as racism or sexism. In some cases, behaviors or attitudes that are described as homophobic are more accurately labeled "heterosexist."

8. Does Society Really Discriminate Against LGBT People?
Absolutely. LGBT people are subjected to private and public discriminatory practices every day. They are fired, refused jobs, denied insurance, refused housing and murdered — just because of who and how they love. Unlike some other groups, gays and lesbians can "pass." And many are *forced* to hide to avoid such discrimination. When they are open they are told they are "flaunting it." However, heterosexual people can freely talk of the people they are attracted to, who they are seeing, and bring their significant others to a work-related event or party without confronting the charge that they are "flaunting" their sexuality. lgbt people don't want special privileges, just equal rights and treatment

9. Does Homosexuality Threaten the Family or Civilization?
Under the definition of what a family is — two or more people sharing resources, goals, ideas and living together — lgbt couples, with or without children, *are* families. Some people believe that if society accepts homosexuality the human race will cease to reproduce. There have always been people in every culture who do not reproduce. In fact, some religious orders proscribe this. Increasingly in the U.S. heterosexual couples are choosing not to have children. Fewer than 10% of Americans live in a family configuration of a man who works outside the home with a wife who stays home to raise their children. Families are much more diverse now. The job of civilization is to pass on to the next generation the accumulated knowledge and culture of the society. LGBT people have always contributed to this process as family members, parents, artists, teachers, religious leaders, performers, service providers and so on.

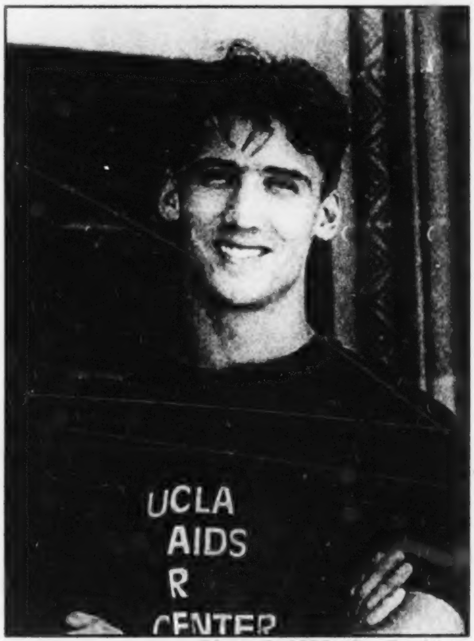


Photo © 1995 Alex Zaphiris

Terms associated with homosexuality

Ally:
A heterosexual person whose attitudes and behaviors are anti-heterosexist, who is committed to increasing his or her own understanding of issues related to homophobia and heterosexism, and is actively

working towards eliminating homophobia and heterosexism on many levels.

Bisexuals:
People for whom gender is not the essential factor determining who they can love. They are people who can form primary loving and sexual relationships with a person of either gender. Bisexuals do not have two parts to their sexuality. Bisexual identity is one single and integral part of that individual as a whole.

Biphobia:
The irrational fear that members of the gay and straight communities feel toward bisexual people. Some gay men and lesbians believe that bisexuals are gay people who have not "come out," while some heterosexual people may consider bisexuals to be a greater threat than homosexuals because they are less detectable and have been represented as vectors of infection in the AIDS epidemic.

Coming Out:
The process of a gay man, lesbian, bisexual or transgender person becoming aware of his or her sexual orientation and of letting other people know. Level of "outness" can be seen as being on a continuum. Some people are out only to themselves, while others are out to friends and family, and others are out to everyone. Level of outness is widely viewed as a matter of personal choice, though many in the lgbt community advocate outness for the sake of advancing gay rights as well as for individual personal mental and spiritual health.

Discrimination:
The denial of equal treatment to a particular class of people simply because of who they are; not judging an individual on his/her merits or behavior, but rather on his/her identity or group affiliation; to show partiality or prejudice.

Dyke:
A derogatory term used for lesbians. Some lesbians have reclaimed this word, using it as a symbol of pride when with other lesbians.

Faggot:
A pejorative for gay men. This term came into use in times of witch burnings because male homosexuals, who were thought to be the assistants of witches, were used, along with twigs and branches, as fuel for the fires that burned (lesbian) witches.

Heterosexism:
Institutionalized beliefs and attitudes that suggest or state that heterosexuals are normal and that all others, by contrast, are deviant and unnatural. The built-in assumption that everyone is heterosexual. One result of heterosexism is that most of our institutions and organizations are geared toward heterosexuals.

Heterosexuals:
People who form primary loving and sexual relationships with people of the opposite gender. The term "straight" sometimes refers to these people.

Homophobia:
The irrational fear of gay men, lesbians, and bisexuals, evolving from the myths that we have all been taught by our parents, teachers, and society. The discomfort or negative feelings toward anyone who deviates from sex-role norms.

Homosexuals:
Men and women who form primary loving and sexual relationships with others of the same gender. The term "lesbian" refers to women, and the term "gay" generally applies to men. Although some people use the term "gay" to refer to both men and women, some lesbians find this sexist.

In the Closet:
A term used to refer to someone who has not revealed his or her sexual identity, either to him/herself or to others.

Oppression:
The systematic subjugation of one (relatively less powerful) social group by another (relatively more powerful) social group which is sanctioned by cultural beliefs and institutional practices, the results of which benefit one group at the expense of the other.

Prejudice:
Inaccurate and/or negative beliefs about another group and its members without basis in fact or just grounds. Prejudice is often based on stereotypes and can occur on a conscious and unconscious level.

Transgender:
A transgender person perceives him/herself as having a biological gender assignment that is at odds with his or her self-image. Such people may express themselves as transexuals (if they've undergone or plan to undergo a process of sexual reassignment), cross-dressers (if they publicly or privately attire themselves in clothing typical of the opposite gender) or by otherwise blurring "typical" gender identity.

(II) Programming

There are various kinds of programs that you can organize. Some broad categories of events include: **social**, such as parties and dances; **cultural**, such as a concerts and theatrical presentations; **educational**, such as workshops, films, and speakers; **political**, for example, speak-outs and rallies; and **academic**, such as seminar series and teach-ins. Of course, events can be both entertaining and educational at the same time. In fact programs of this type may attract more people.

Academic Programming

One type of programming that clearly falls within the mission of education is in the academic arena. Many people (including faculty and administrators) do not know that lgbt Studies is a burgeoning academic field. Organizing a lgbt Studies Series can provide your group with some academic legitimacy. It will be harder for administrators to deny you funding for such a worthy project and it may be possible to get funding and co-sponsorships from various academic departments. Organizing such a series can have the added advantage of beginning the process of educating your campus community about the importance of Lesbian, Gay, Bisexual, and Transgender Studies. At the University of Massachusetts at Amherst a weekly series has been in place for three years. (See Appendix B, p. 142, for a sample of one semester's offerings.)

Thematic Programming

Another type of educational programming that has appeal and also can increase legitimacy is to organize your activities according to specific themes, dates, or events. Some possibilities, with examples of actual events produced at UMass, Amherst appear in Appendix C, pp. 143-144.

(III) Film and Video

Visual media — picture, films, and videos — are among the most important vehicles for educating ourselves and the general public about lgbt issues. LGBT student groups and student activities staff are always in search of educational and entertaining lgbt-oriented programming. This section is devoted to making this task easier. It includes some general guidelines for selecting, ordering and showing films and videos, as well as a list of lgbt movies and documentaries in Appendix D, pp. 145-152.

Choosing Films

Before selecting a film or video, it is wise to consider several important questions: What is your goal in showing the program? Do you want to educate, entertain, or both? Is the film intended for an lgbt audience or do you intend for it to be viewed by the entire campus community? Will the film be shown alone, with other films, or as part of a continuing series? Do you intend the film to be a prelude to discussion with a panel or will it be the primary part of the program? Answers to these and other questions will help to guide you in choosing films that will be well attended and received.

If your goal is to educate your audience about "gay 101" issues, choose a film that does not assume the viewer has significant knowledge about homosexuality and homophobia. Pink Triangles or Before Stonewall are good "beginner" films on lgbt issues and serve as a good basis for discussion.

As we all know, lgbt people are both male and female, have differently abled bodies, and are members of every race, religion, class, age, and nationality. Too often, however, lgbt programming ignores the diversity of the lgbt community. When choosing a film, consider whether it will be relevant and meaningful to gay people of color, lesbians, and other populations within the diverse campus lgbt community. Obviously no one film addresses equally all the differences among us, or deals with every aspect of lgbt life and identity. Therefore when choosing films, it is important that we be aware of and sensitive to a wide range of different t interests and concerns — ranging from anti-lesbian violence to AIDS.

If you can show only one lgbt-oriented film during the semester or the year, it may be better to choose one that will be relevant to a broad cross-section of the campus community than one whose focus is too narrow. To avoid losing your audience or discouraging attendance at future screenings, be careful about choosing experimental films. If you are ambitious enough to run a film series or hold a film festival, you can mix old standbys (such as The Times of Harvey Milk) with avant-garde or specialized films for those with more unusual viewing interests.

One way to ensure that your films are relevant and meaningful to a wide range of people is to establish a film selection committee that reflects the diversity of the lgbt community on campus. The committee may wish to meet with other campus groups to explore possible co-sponsorship of films. The committee can also research films and screen preview copies. Unfortunately, when selecting a film it is not always possible to ascertain from distributors' catalogs whether the film is appropriate for you. If uncertain, ask other lgbt groups if they have ever shown the film and what they thought about it. You can also get more information about a film by checking film reference guides in your college library. In addition, you can call Frameline, a San Francisco-based film distributor (phone 415/861-5245 or Out on the Screen, sponsors of the Los Angeles Lesbian and Gay Film Festival (213/951-1247).

If you are interested in renting a particular film, you may want to request a preview copy from the distributor. It is important to view the program before showing it to an audience, especially when little is known about it. Many student groups can recall times when they showed a film without screening it beforehand — and regretted the result. All too often films that the sponsors thought might be entertaining and educational only served to alienate, confuse and/or bore viewers.

Who Sponsors the Film?

Who says that lgbt people should be responsible for all gay programming on campus? No "minority" group should shoulder alone the responsibility for holding educational and entertaining programming on their issues. Your college or university should sponsor films of interest to the entire range of enrolled students — including gay, bisexual and lesbian students. On many campuses, the Student Activities Office sponsor films throughout the semester, sometimes every week. Arrange a meeting with those responsible for film programming and request that lgbt films be included on the roster for the semester. You can facilitate the showing of gay films by providing Student Activities staff with names and descriptions of the films you want to be shown, and the companies that distribute them. If there are certain films that your group repeatedly uses for educational purposes, ask your college or university to purchase them.

To reduce the cost of renting a film and to expand your audience, invite other student groups or members of the faculty to co-sponsor films. For example, a women's center or a women's studies program on campus may be interested in helping to rent and publicize a film with lesbian/feminist themes. Other minority student groups or faculty members may be interested in co-sponsoring gay films that address Arab, Asian-American, African-American, Jewish, Latino/a, Native American or other issues. Another cost-saving suggestion: ask lgbt groups at nearby college campuses to co-sponsor films with you.

When choosing films, it is important that we be aware of and sensitive to a wide range of different interests and concerns — ranging from anti-lesbian violence to AIDS.

Ordering Films and Videos

Some films you will want may be cheaper and closer at hand than you think. Before contacting distributors, find out what (if any) lgbt films are available in your campus library. Many films may also be obtained at little or no cost through college inter-library loans. When ordering from a distributor, ask for a contract that clearly spells out their obligations and yours. Some other specific questions to ask include:

- What is the current price (including shipping and handling costs)?;
- Is it available on the chosen date?;
- How long is the rental period?;
- In what format is the movie available (VHS, 3/4" or 1/2" video; 8 mm, 16 mm or 35 mm film); and
- Is the film subtitled or dubbed? What is the original language?

Other information you will need for planning and publicizing the film are:

- Director of the film;
- The length of the film;
- Date of release;
- Names of key actors and actresses; and
- Awards, if any, it has won.

When ordering a film always allow plenty of lead time. It is not unusual for a distributor to have only one copy of a print. The sooner you place your order, the better your chances are of getting the right film for the right date. Ordering a film from a distributor outside the U.S. will usually require extra shipping time. Such films may also require import licenses and fees, and special projection equipment.

Before ordering a film, explain to the distributor your purpose in showing it. Rental charges may vary depending on whether the film is being shown for educational, entertainment and/or fund-raising purposes. If you charge admission for a film, distributors will usually require that you pay them a certain percentage of your income at the door, in addition to the basic fee. Before ordering the film, be sure that you have adequate facilities and the necessary projection equipment to show it. Movies and documentaries may come in a variety of film and video formats. Choose a format that you are equipped to handle.

Before and After the Show

Before showing the film, it is advisable to run it once through to check for any technical problems and to make sure that projection equipment is running properly. It is frustrating to find that you received the wrong print or that the print is damaged or that the equipment is broken. Your frustration will only be compounded if you do not learn about these problems until the show is about to begin or is in progress.

Before and after the film is shown, you have a great opportunity to educate your audience about your group and its activities. Take time to thank those in attendance and those who helped to make the event happen, to encourage membership in your organization, to identify any existing sexual identity support groups, and to publicize your other upcoming events.

If you hope to educate people with the film, create an opportunity for discussion afterwards. Unless your audience has an opportunity to ask questions and express their feelings, the impact of the film will be diminished. Real education involves interaction and exchange; merely receiving information does little to change attitudes.

It can be hard to get a discussion going immediately after the lights go up. Some viewers may feel dazed as they adjust to the lights and process internally what they have just seen. You can facilitate discussion by first asking the audience to comment in writing about the program and thus create a basis for discussion. If the audience's written evaluations are anonymous and handed in afterwards, it also gives you some honest feedback on their reactions to the film. It also helps if you have a panel or a few people in the audience from your group who ask questions or express opinions. You can also ask people to pair up with someone and share their thoughts and reactions to the film. After people have a chance to process in one of these forms, you may be surprised at the high level of participation by the audience.

(IV) Educational Materials: Posters, Pamphlets and Stuff

Most of the folks on your campus will never attend a speakers bureau or any other programs you sponsor. However, if you put posters, pamphlets, and stickers around your campus they may have no choice but to see them. The same is true for wearing buttons or chalking your campus' walkways. Of course this will not insure they read them, but at least they will feel your presence.

One of the problems with posters is that they are often torn down or defaced. It is important therefore to try to place at least some of them in areas where that is less likely to happen, such as under glass, in administrative offices, or on the doors of supportive faculty members. Pamphlets can be left in places they can be discreetly picked up. It is even better if you can get your administration's support to distribute them more officially. The educational pamphlet, "Straight Talk About Homosexuality," by DiversityWorks, Inc. was distributed to all 37,000 UMass, Amherst students, staff, and faculty through the mail. Other campuses have placed these educational brochures in orientation packets for incoming students.

Many groups and organizations produce educational posters and pamphlets that you can purchase and use. If you are more ambitious you can make your own. These can range from flyers or pamphlets that you xerox to professionally typeset, designed, and printed ones. In general the nicer they are the more impact they will have. And in general you can include more information in a pamphlet than on a poster.

Not only does the style vary, but the content of pamphlets and posters also can be quite varied. Listed in Appendix E (pp. 153-156) are numerous ideas for pamphlets and posters you can make from scratch and order from other campuses and organizations.

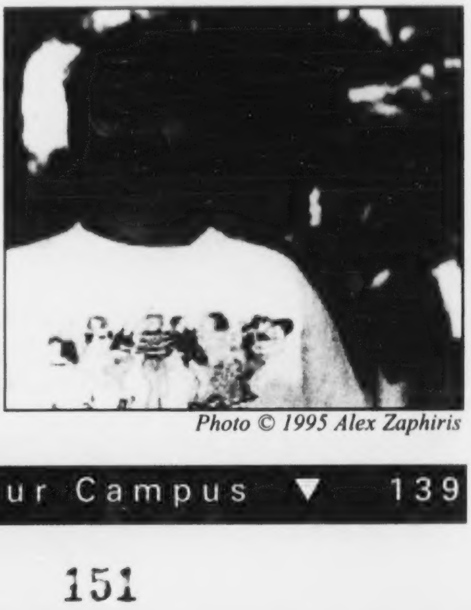


Photo © 1995 Alex Zaphiris

Sample Questions For Speakers Bureau Evaluation Forms

Speakers Bureau Self Evaluation (To be filled out by lead speaker):

Date, Place, Time

Speakers names

Did the panel members meet at least fifteen minutes before the bureau to discuss strategy?

Did the panel members meet at least fifteen minutes after the bureau to debrief?

How did your group feel it went?

What were the responses of the audience? (Did they generate their own questions? Could it have gone longer? Should it have been stopped sooner?)

Do you feel you worked well as a group? (Did everyone have approximately equal speaking time? Did you tell a range of stories?)

Was there disagreement among the panel members? How was it resolved?

What was the majority of the time spent discussing?

Were there any questions the panel couldn't answer? What were they?

Did you feel this bureau was helpful? Why? Why not?

Are there areas for improvement for next time? If so, what?

Evaluation Questions to be filled out by the person who requested the speakers bureau:

Name
Date, Time, Place_____

Speaker's names

How many people attended? How many did you expect?

What methods did you use to get people to attend? (Posters? Announcements? word of mouth?)

Why did you request the speakers bureau

Did it successfully meet your goals? How?

What questions do you feel were left unanswered?

Did the panel members present themselves well? (were they prepared? organized? engaging?)

Do you have any suggestions/comments to individual speakers?

Any additional comments or suggestions on how to make future speakers bureaus more successful?

Evaluation questions to be answered by those who attended the speakers bureau:

Date

Speaker's names

Time, Place

The name of your group or organization

1) Was the information/material delivered well? How might it have been better?

2) Was the format satisfactory?

3) Was there information/material you would liked to have seen presented that wasn't?

4) The most interesting/exciting thing I learned was...

5) The questions/issues that are still unanswered/unresolved for me are...

6) My reaction/feedback to the individual speaker(s) is...

7) Any additional comments?

UMass Program for Gay, Lesbian, and Bisexual Concerns
Gay, Lesbian, and Bisexual Studies Seminar Series
Wednesdays 12-1:30 in the Campus Center
Credit is available; for info: 545-4824

September 28 — Warren Blumenfeld

Author of *Looking At Gay And Lesbian Life* and *Homophobia: How We All Pay The Price* and producer of the film *Pink Triangles*.. Speaking on: "Homophobia & Anti-Semitism: Making The Links"

October 5 — Kate Bornstein

Author of *Gender Outlaw* and The Opposite Gender Is Neither. Speaking on: "Questioning Gender: The Cultural Construction"

October 12 — Robert Rosenberg

Emmy Award Winning producer of *Before Stonewall: The Making Of A Gay And Lesbian Community*. Speaking on: "Coming To Light: Doing Gay And Lesbian History"

October 26 — Sue Hyde

Coordinator of the Fight The Right Project, National Gay And Lesbian Task Force. Speaking on: "Why Does The Right Wing Hate Homosexuality?"

November 2 — Deborah Carlin

Faculty, English Department, University of Massachusetts. Speaking on: "What Are We Affirming In Gay Affirmative Therapy?"

November 9 — Nancy Whittier

Faculty, Sociology Department, Smith College. Speaking on: "From Womyn To Grrls: Generations And The Changing Relationship Of Lesbianism And Feminism"

November 16 — Michele Murrain

Faculty, Natural Sciences, Hampshire College. Speaking on: "The Political Economy Of Aids: Women, Race, & Class"

November 30 — Peggy Shaw

Member Of Split Britches Theater Co. and winner of an Obie Award. Speaking on: "Lesbians & Theater"

December 7 — Philip Robinson

Poet and author. Speaking on: "A Black Poet's Quest to Never Forget the Heroes"

Examples of Thematic Programming

UMass, Amherst

▼ Black History Month in February

Feb. 5
  Craig Hickman, "Skin and Ornaments" performance art
Feb. 12
  Karen Williams comedy night
Feb. 27
  Diedre McCalla concert

▼ Women's History Month

"Lesbian and Bisexual Women in the Arts" series (in celebration of Women's History Month):
March 4
  Marga Gomez comedy night
March 10
  Sex Toys and Videotapes - video and workshop on lesbian sex toys by Jackie Fuchs
March 12
  café: music by "Too of Many"
March 15
  Zizi Ansell and Diane Morgan lecture - the founding of WOW productions
March 31
  Leslea Newman, author Heather Has Two Mommies, video and lecture

▼ Who's Family? Who's Values? A Series on The Christian Right's War with Images

March 31
  Leslea Newman, author Heather Has Two Mommies, video and lecture
April 13
  Margaret Cerullo lecture: "Divide and Conquer: The Right's Multi-cultural Agenda"
April 21
  Skipp Porteous lecture: "Challenging the Christian Right: In Word and In Deed"
April 25
  Cyrille Phipps video and lecture: "Sacred Lies, Civil Truths"
April 26
  Joan E. Biren video and discussion: "Out for Justice"

▼ BGLAD: Bisexual, Gay and Lesbian Awareness Days:

Oct. 20
  The Politics of Heterosexual and Gay Male Pornography slide show - Adam Thorburn

Oct. 21
    Gender Relations in the lgbt Community workshop
Oct. 22
    Ani Difranco concert
Oct. 25
    Chaia Heller lecture on ecofeminism and the lgbt community
Oct. 26
    Dr. Elias Farajaje-Jones keynote speech
Oct. 28
    Valley Women's Martial Arts - Self-defense against homophobia training
Oct 28-30
    Anne Beigel in "Commie Lesbos from Outer Space" - one-woman theatre piece

▼ Diversity in Our Communities

Oct. 21
    Gender Relations in the lgbt Community workshop
Nov. 8
    Racism in the lgbt Community workshop
Dec. 2
    Leslie Feinberg lecture and slide show on transgender issues
Dec. 8
    Robyn Ochs workshop - Unlearning Biphobia

LGBT FILM LIST

The following is a sampling of independent and commercial productions, most of which explore lgbt themes. Independent productions are difficult to track down and new films are continually being released. To obtain more current and complete listings — and more detailed descriptions of the content of various films — contact Frameline, Out on the Screen or Women Make Movies.

Be advised that the inclusion of a particular movie or documentary on the list does not imply that NGLTF endorses the production or believes that it has artistic or social value. Almost all of the film descriptions in this list came from film distributor catalogs. As we have not viewed most of the films, we do not know whether these descriptions are accurate.

Where information was readily available, we have noted the length of the film, the format in which it is available (video, 16 mm, 35 mm, etc.) and the distributor(s). Since rental prices are subject to change, they are not included in this listing.

Asterisks (*) denote those films which are foreign, with subtitles.

Co-Gender Documentary

Before Stonewall:
The Making of a Gay and Lesbian Community
Utilizing filmed recollections and archival material, this film traces the social, political and cultural development of the lesbian and gay community. (87 min) Rent 16 mm film or video from the Cinema Guild or Frameline.

Improper Conduct(*)
In documenting the victims of persecution, this film breaks an uncomfortable and unnecessary silence by exposing the oppression of gays that has accompanied Castro's Cuban Revolution. (115 min) Rent 35 mm film or video from Cinevista.

Silent Pioneers
This film about gay elders includes profiles of six lesbian and gay senior citizens. (30 or 42 min versions) Rent 16 mm film or video from Film-makers Library.

The Times of Harvey Milk
An Academy Award-winning documentary about the life and death of San Francisco City Supervisor Harvey Milk, a tireless and outspoken advocate for the rights of gay people and other oppressed groups. (87 min). Rent video (for public performance only) or 16 mm film from Cinecom.

The Word Is Out: Stories of Some of Our Lives
Word Is Out is a serious chronicle of what it's like, on a very personal level to be a homosexual. This landmark film presents interviews with numerous gay men and lesbians of various life-styles, races, ages, and socio-economic backgrounds who talk about their lives with disarming candor. Their stories, filled with laughter, warmth and wisdom, speak to all of us about the experience of being "different" in America today. (130 min or 45 min. versions) Rent or purchase 16 mm or 35 mm film from New Yorker Films.

Family and Youth Issues

Choosing Children
An emotionally powerful film that challenges our society's ideas about "family." An intimate look at the issues faced by women who become parents after coming out as lesbians. (45 min) Rent 16 mm film and video from Cambridge Documentary Films.

Educate Your Attitude
From the four-part Canadian series, Fresh Talk: Youth & Their Sexuality, this production features a series of powerful first-person stories addressed directly to the viewer. Young men and women, ages 15 to 24, share their thought-provoking, humorous, and sometimes painful reflections on growing up. A superb peer education resource for young adults and teens. Frameline.

Homoteens
Five young gays and lesbians in New York City have produced their own vivid autobiographical portraits with the help of video-maker Joan Jubela. Each portrait is unique and each of these homoteens has a style all his/her own (60 min). Frameline.

Not All Parents Are Straight
This film exams the dynamics of the parent-child relationships in several households where parents are lesbian or gay. (58 min) Rent or purchase 16 mm film or video from Cinema Guild.

Out: Stories of Lesbian and Gay Youth
A strong and spirited overview of the lives and struggles of lesbian and gay youth in Canada. In this groundbreaking film, director David Adkins covers a broad range of concerns as he breaks the silences, smashes the stereotypes and boldly brings out a new generation of outspoken, articulate and proud lesbian and gay young people (79 min). 16 mm film available from Film-maker's Library.

HIV/AIDS

Common Threads
Tells the Story of the first decade of AIDS in America. Shows the human face behind the statistics of the epidemic and provides an unforgettable testimony to the strength and endurance of human spirit. Purchase video from NAMES Project, 2362 Market St, San Francisco, CA 914114; 800/USA NAMES.

Discussing AIDS Prevention on a College Campus
A university health educator discusses AIDS prevention, safer sex techniques and condom use and stress the importance of making responsible decisions when it comes to sexual activity. (19 min) Rent or Purchase video from Multi-Focus, Inc.

An Early Frost
Tragic news of a son' s diagnosis with AIDS forces a family to confront their attitudes toward homosexuality, death and dying. Made for TV Movie. (97 min)

Longtime Companion
The AIDS crisis as lived by a group of gay men in Manhattan. Rent 16 mm or 35 mm film from Samuel Goldwyn Co.

Women's Health Issues

Cancer in Two Voices
Acclaimed at the 1994 Sundance and Berlin Film Festivals, Lucy Massie Phenix's film addresses one of the most urgent and under-represented health care issues facing women today. This deeply moving film documents the struggle and the courage of a lesbian couple dealing with one partner's breast cancer. As an intimate home-movie journal, Cancer in Two Voices deals with their anger and grief, sexuality and friendship, and the painful process of confronting death (42 min). 16 mm, Women Make Movies, Inc.

Complaints of a Dutiful Daughter
Deborah Hoffman's profound documentary gives a jarring account of her own struggle with her mother's Alzheimer's. As her mother's condition worsens, she becomes more accepting of her daughter's lesbianism. Hoffman constructs and emotional and heartening overview of an all-too-common (and often undiscussed) contemporary health issue (43 min). 16 mm, Women Make Movies, Inc.

Lesbian Short Films

Ifé
A day in the life of a Black French lesbian in San Francisco. Ifé loves women, but vows never to fall in love. She extols the beauty of women in San Francisco while she slowly cruises the city's streets in a classic car. Her philosophy is, "You can never experience too many women." The comparisons between women in Paris and women in S.F. are both humorous and astute. This stylized short is both sex-positive and slick (5 min). 16 mm, Frameline.

Lesbian Fiction

Born In Flames
A haunting look at what America would be like after the revolution has gone sour. A group of women – black and white lesbians – unite to spread the truth about the government. 16 mm, First Run Features.

Desert Hearts
A touching film about a female teacher who comes to vacation at a desert ranch and falls in love with another woman (96 min). 35 mm, Frameline.

The Incredibly True Adventures of Two Girls In Love
Maria Maggenti's debut feature film tells the touching and comic story of first love between two girls in their senior year of high school. From the wrong side of the tracks, cuter and out tomboy Randy (Laurel Hollomon) lives with her two lesbian aunts and works after school as a gas station attendant. Middle class Evie (Nicole Parker) is the prettiest, smartest and most popular girls at school. Convinced there is something wrong with her posh Range Rover, Evie stops by the gas station one day. Instantly taken with one another, the two girls embark on a friendship that develops into a tender, but hilarious romance. (93 min). 35 mm, Frameline.

Lianna
Lianna, a wife and mother, must come to terms with her sexuality when she falls in love with Ruth, her child psychology teacher. (110 min) Rent 16 mm film from Films Incorporated.

Madchen In Uniform(*)
Set in an oppressive German boarding school, this 1931 classic depicts the intense love of a young girl for her beautiful teacher. (90 min) Rent 16 mm film from Frameline or Films Incorporated.

Gay Men Short Films

Affirmations
Marlon Riggs' latest tape: an exploration of Black gay male desires and dreams, ranging from the droll re-telling of a first-time sexual experience to the drive for re-integration in the larger African American community. (10 min) Rent 3/4" video from Frameline.

Deaf Heaven
The clearest and strongest comparison yet between the AIDS pandemic and the Holocaust. A man who is losing his lover to AIDS-related dementia must find strength when his lover's parents threaten to take him back to the Midwest to die. An unexpected meeting at a sauna with a Jewish Holocaust survivor teaches the young man much about what it means to live through the pain of AIDS and be a witness to history. (29 min) 16 mm, Frameline

Flames of Passion
This new British Film Institute short takes its title from the movie Celia Johnson and Trevor Howard walk out of in the classic '40s weepy Brief Encounter. Richard Kwietniowski (who made Alfalfa and Ballad of Reading Goal) adds a modern gay gloss to the same black and white brilliance, emotive orchestration and train station seduction. (18 min) Rent from Frameline.

Thick Lips, Thin Lips
A musical experimental film about racist and homophobic violence. Two men, one Asian (with a small mouth and thin lips), the other Afro-Caribbean (with a large mouth and thick lips), try to overcome dif-

ferences and difficulties in their attempt to kiss each other, only to have their efforts (and the accompanying soundtrack music) repeatedly thwarted by the sound of shattered glass and strangers screaming racist and homophobic remarks. Set to music by Lebanese-Canadian classical pianist Linda Shumas and Chinese-Canadian jazz pianist Lee Pui Ming. (6 min) 16 mm, Frameline.

What Can I Do With A Male Nude?
A short comedy on the taboo of the male nude, the film is set in a photographic session where the photographer runs his model through the gamut of possibilities of "what might be permissible in respect of a male nude." Prompted in part by the photographer, whose confidences to the audience constitute the sound track. (23 min) Rent 16 mm from Frameline.

Gay Men Fiction

Boys In the Band
Considered a classic, Boys In the Band uses camp humor to tell the story of a group of gay men brought together to celebrate the birthday of one of their circle. Provocative, yet depressing, this film could be considered a humane and penetrating documentary about gay men in the late 1960's. as each character struggles to cope with his gay identity. That time period lacks neither the perniciousness of the 1970's, nor the sobering reality of the 1980's. It was produced the year following the Stonewall uprising. Originally a Broadway play by Mort Crowely. (119 min) Purchase video from Lambda Rising.

Dona Herlinda and Her Son(*)
An engaging, compassionate, richly textured comedy of manners, about a pair of young men, one a surgeon and the other a music student, who are having an affair — and what happens when they move in together with the doctor's manipulative mom. (90 min) Purchase or rent video from Cinevista; also available from Home Film Festival.

Law of Desire (*)
An upside-down. inside-out cornucopia of love in all its guises, with murder, amnesia, and suicide stirred in to complete the mix. The couplings and uncouplings happen so naturally that we accept and embrace this flamboyant cast of characters. Rent or purchase video from Cinevista; also rent 16 mm and 35 mm film from New Yorker Films.

Mala Noche
Filmed in the streets of Portland, Oregon, this highly stylized, black and white film is a realistic look at a young gay man' s unrequited love for a 16 year old undocumented immigrant from Mexico. (78 min). 16 mm, Frameline.

My Beautiful Launderette
Set in England, the film portrays the love between a Pakistani youth and an English street tough. The film is spiced with cultural tension and suspense as the two men work to build a laundromat and their relationship. (93 min). 16 mm, Films Incorporated.

Tongues Untied
Marlon Riggs' inspirational and acclaimed film combines poetry, personal testimony, rap, and performance to describe the homophobia and racism that confronts gay African Americans. Alongside some bleak tales of isolation and gay-bashing, Riggs hints at the rich flavor of the Black male gay experience - from protest marches and smoky bars to the language of the Snap Diva and Vogue Dancer. (55 min) Rent video, 3/4" video, and 16 mm film from Frameline.

World and Time Enough
Mark (Matt Guidry), an HIV-positive artist, is obsessed with building a cathedral in honor of his father. Joey (Gregory G. Giles), his boyfriend, is a garbage collector who brings home favorite bits of junk to comfort himself as he searches for his birth parents. Their livers are very much like everyone else's: they flirt with other people, mope about a lot, and enjoy the company of their gossipy friends. (90 min) 16 mm, Strand.

Transgender/Drag

Storme: The Lady of the Jewel Box
An intimate portrait of Storme DeLaverie, former M.C. and male impersonator of the legendary Jewel Box Revue – America's first female impersonation show. The film profiles an extraordinary woman, an era, and integral slice of Black and gay history. (21 min) Rent or purchase video or 16 mm film from Women Make Movies, Inc.

Vera(*)
Growing up in an oppressive boarding school Vera develops a masculine identity and dominates other girls. She eventually dresses like a man and tries to convince herself and others that she is a man. The film explores Vera's problem of living the life of a man trapped in a woman's body. (92 min). 16 and 35 mm, Kino International.

Wigstock: The Movie
With drag highly in vogue in Hollywood films, Wigstock: The Movie is a refreshingly real but wonderfully celebratory look at the high-polish event and the pioneers who started it all, including founder and emcee, The Lady Bunny. Director Barry Shils vibrantly captures the nonstop glamour of Wigstock, going from backstage preparations and rehearsals to the actual shimmering performances. With a dazzling cast of thousands, including Lypsinka, Joey Arias, Deee-Lite, Deborah Harry and Jackie Beat, this is one extravaganza of a film you'll be pulling your hair pins out if you miss. (82 min) 35 mm, Frameline.

Below are the names, addresses and telephone numbers of companies that rent and/or sell films and videos.

- Almi Pictures, Inc., 1900 Broadway, New York, NY 10023; 212/769-2255.
- American Film Institute (Film and Television Service), 2021 North Western Avenue, Los Angeles, CA 90027.
- Basilisk, 44 Newman Street, London WI England.
- BBC TV, Television Centre, Wood Lane, London W12 7RJ England.

- The Black Film-maker Foundation, 80 Eighth Avenue, Suite 1704, New York, NY 10011; 212/924-1198. (Distributes films by or about straight and gay black film-makers.)
- British Film Institute., (Film & Video Library), 21 Stephen Street, London W1P 1PL England.
- Cambridge Documentary Films, PO Box 385, Cambridge, MA 02139; 617/354-3677
- Canyon Cinema, 2325 Third Street #338, San Francisco, CA 94107
- Castle Hill Productions, 1414 Avenue of the Americas, 15th Floor, New York, NY 10019.
- Cinecom, 1250 Broadway, New York, NY 10001
- Cinema Guild, 1697 Broadway, Suite 802, New York, NY 10019; 212/246-5522.
- Cinevista, 353 W. 39th Street, New York, NY 10018; 212/947-4373
- Co-Directions, Inc. 560 West 43rd, #8K, New York, NY 10036; 212/695-7255.
- Connie Boy Productions, 80 South Sixth Street, San Jose, CA 95112.
- DEFA, Milastrasse 2, Berlin, 1058 East Germany
- Equity Institute, Inc., Tucker-Taft Building, 48 North Pleasant Street, Amherst, MA 01002; 413/256-0271.
- Film Cinematografica, Rua Casa do Ator, 390 Sao Paulo Brazil.
- Films Incorporated, 5547 N. Ravenswood Ave., Chicago, IL 60640-1199; 800/323-4222 Ext. 211, In Illinois 312/878-2600 Ext. 211.
- Film-makers Library, 124 East 49th Street, #901, New York, NY 10016; 212/355-6545.
- First Run Features, 153 Waverly Place, New York, NY 10014.
- Hyane Film, 235 East Thirteenth Street #5H, New York NY 10003.
- Home Film Festival, PO Box 2032, Scranton, PA 18501(Membership video club).
- Jezebel Productions, Suite 2410, 330 West 42nd Street, New York, NY 10036.
- The Kitchen, 512 West Nineteenth Street, New York, NY 10011.
- Kiki Zeldes, 12 Porter Rd, Cambridge, MA 02140.
- Kino International Corp., 333 West 39th Street, #503, New York NY 10018; 212/629-6880.
- Lambda Rising, 1625 Connecticut Avenue, NW., Washington, DC 20009-1013; 202/462-6969; 800/621-6969
- Latino Midwest Production, 1614 Morning Side Drive, Iowa City, IA 52245
- Maya Vision, 43 New Oxford Street, London WC1A 1BH England.
- Moonforce Media, PO Box 2934, Washington, DC 20013, Joan Biren, 202/526-0049
- Museum of Modern Art, (Circulating Film Library), 11 West Fifty-Third Street, New York, NY 10019.
- Multi-Focus, Inc., 1525 Franklin Street, San Francisco, CA 94109; 800/821-0514 or in CA 415/673-5100
- Naked Eye Cinema, c/o Allied Productions, Inc., PO Box 5406, Tompkins Square Station, New York, NY 10009
- Netherland Ministry of Culture, (Film Department), PO Box 5406, 2280 HK Rijswijk, Netherlands.
- New Yorker Films, 16 West 61st Street, New York, NY 10023; 212/247-6110.
- New Zealand Film Commission, PO Box 11-546, Wellington, New Zealand.
- Orion Classics, 711 Fifth Avenue, New York, NY 10022.
- Samuel Goldwyn Company, 10203 Santa Monica Blvd, Los Angeles, CA 90067; 800/421-5743.
- Spic Films. 52 East First Street #3, New York, NY 10003.
- Tapestry Productions, 924 Broadway, New York, NY 10010; 212/677-6007.
- Thai Motion Picture Producers Association, 514 Banmanangkasila Lanluang Road. Bangkok 10300 Thailand.
- Third World News Reel 315 W. 38th Street, New York, NY 10018; 212/947-9277.
- Torice Productions, 1455A Market Street #123, San Francisco, CA 94103.

- TRB Productions, PO Box 2362. Boston, MA 02107.
- Unity, PO Box 53617, Philadelphia, PA 19105.
- Video Data Bank, School of the Art Institute of Chicago, 280 South Columbus, Chicago, IL 60603.
- Warner Brother, 15821 Ventura Blvd, #685, Encino, CA 91406.
- West Glen Films, 1430 Broadway, New York, NY 10018; 212/921-2800. (Distribution service from The Black Film-maker Foundation)
- World Marketing Film, 8 rue Lincoln, 75008 Paris, France.

Pamphlets and Posters

Pamphlets

- You can order *Straight Talk About Homosexuality* from DiversityWorks, Inc. PO Box 2335, Amherst, MA 01004 413/256-1868

- You can order many wonderful materials from:

PFLAG PO Box 27605, Washington DC 200038 202/636-4200

The Campaign to End Homophobia, Box 819, Cambridge, MA 02139 617/868-8280

Gay & Lesbian Alliance Against Defamation (GLAAD), 80 Varick Street #3-E, NY, NY 10013 212/966-1700

Lesbian and Gay Public Awareness Project, PO Box 65603 LA, CA 90065
818/990-8000

Posters

As is the case with programming, you can have very focused educational posters that are tied to a particular date or event. Examples of this might include: National Coming Out Day (October 11), World AIDS Day (December 1), Veteran's Day (November 11), Valentine's Day (February 14).

On Valentine's Day you might want to have flyers with many same gender couples (try to have diverse images) with a line that says something like, "Love comes in many forms." You might use Veteran's Day as an opportunity to educate about ROTC or the "Don't Ask, Don't Tell" policy.

You might have posters that focus on some of the major stigmas or myths about lgbt people: that it's a sin, sickness, or crime. You may want to educate about lgbt people through history. Additionally you can focus on particular groups such as people of African descent during Black History Month in February or women during Women's History Month in March.

The following multi-color posters are available from The Stonewall Center, Crampton House/SW UMass, Amherst, MA 01003 413/545-4824

"Homophobia is The Crime"

It's not legal to love. The law denies lgbts basic human rights. In Massachusetts lgbts can legally lose their jobs, housing, and custody of their children, simply for being gay. They live with verbal and sexual harassment. At least one of every ten people is lgbt. So whether or not you realize it, gay people are part of your life - including someone you care about. Let's stop punishing people for loving. Homophobia is the Crime.

"Heterosexism/Homophobia"
HETEROSEXISM is the oppression of gays, lesbians, and bisexuals. Heterosexism includes: the belief in the superiority of heterosexuality and the inferiority of homosexuality; the rights and privileges given to heterosexuals that are denied to gay people. Heterosexism is revealed through: personal behaviors ("queer" jokes, graffiti, verbal and physical harassment); institutional policies (discrimination in jobs, housing, immigration, etc. - with no civil rights protection); cultural norms (no positive images of gays, lesbians, or bisexuals in the media, in courses or as role models). HOMOPHOBIA is the fear, disgust, and hatred of lgbts or of the homosexual feeling in oneself. Homophobia results in: fear of associating with gays, lesbians, or bisexuals; fear of being perceived as gay, lesbian, or bisexual; fear of stepping out of accepted sex-role behavior; fear of knowing and befriending over 10% of humanity. WHO HAS HOMOPHOBIA STOPPED YOU FROM KNOWING?

"Absolute Queer"
Absolute Queer. This superb sexual orientation flourishes all over the world. It has provided community, support, and love in accordance with diverse traditions. It has been known by many names and has existed since the beginning of time. IMPORTANT: Due to homophobia, lesbians, gay men, and bisexuals are subjected to discrimination and harassment which can be hazardous to one's health. Alcohol and substance abuse can be an unfortunate result of homophobia. As in other populations, SOME gay people use substances to seek relief in a hostile world. The gay community continues to work to educate people about these issues. ABSOLUTE QUEER.

"It's Not Just About Sex"
Heterosexuality = Love. Homosexuality = Sex. It's NOT just about SEX. But it is about time. Time that gays, lesbians, bisexuals and transgender people have the right to Life, Love and Liberty.

"Natalie Barney"
Natalie Barney (1876 - 1972) Poet, playwright, novelist, and essayist; one of the expatriates in the artistic community of Paris. She established a famous literary salon that for over 60 years brought together French and American intellectuals and artists. Over ten of her works were published. Natalie Barney was also a lesbian. Homophobia may have stopped you from knowing anything about Natalie Barney. Who else does homophobia stop you from knowing?

"Bessie Smith"
Bessie Smith (1894? - 1937) Bessie Smith is regarded as one of the greatest jazz and blues singers in history. Her first record with Columbia Record Company, "Down-Hearted Blues," sold over 780,000 copies in 1924. Twice married to men, Ms. Smith also had many affairs with women. And as she sang in 'T'aint Nobody's Biz-ness If I Do': There

ain't nothin' I can do, or nothin I can say, that folks don't criticize me. But I'm going to do just as I want to anyway and don't care if they all despise me. Bessie Smith was bisexual. Homophobia may have stopped you from knowing about Bessie Smith. Who else does homophobia stop you from knowing?

"Walt Whitman"
Walt Whitman (1819-1892) Great American poet; Believed to be gay. We Two Boys Together Clinging. We two boys together clinging, One the other never leaving, Up and down the roads going, North and South excursions making, Power enjoying, elbows stretching, fingers clutching, Arm'd and fearless, eating, drinking, sleeping, loving, No law less than ourselves owning, sailing, soldiering, thieving, threatening Misers, menial, priests alarming, air breathing, water drinking, on the turf or sea-beach dancing, Cities wrenching, ease scorning, statues mocking, feebleness chasing, Fulfilling our foray. (from the Calamus poems in Leaves of Grass). Homophobia may have stopped you from knowing about Walt Whitman. Who else does homophobia stop you from knowing?

"Civil Rights ≠ Special Rights"
It's Simple Civil Rights ≠ Special Rights. Discrimination based on sexual orientation doesn't add up.

You can order other posters from different organizations including:

▼ ACT UP/AIDS Coalition to Unleash Power

135 W. 29th Street, NY, NY 10001 212/564-2437

▼ Coming Out Day posters from: National Coming Out Day

PO Box 34640 Washington, DC 20043 800/866-NCOD

▼ Dan Kaufman Graphics

PO Box 4901 Washington, DC 20008 202/466-8878

Buttons, Stickers, Etc.
In addition to pamphlets, brochures, and posters you can passively educate your campus through the use of stickers, buttons, and chalking. "Chalking" is by far the cheapest and most accessible; you simply go out (usually at night) and write slogans on the sidewalks and streets. This can be done with paint, markers and other substances that are more permanent, but it usually creates less of a backlash to use chalk.

Safe Zone Campaign
A very effective sticker campaign has been conducted on many campuses across the country. Small round stickers about 3" in diameter are printed with a green circle on the perimeter and two triangles one pink and one black in the center. The name of the campus is usually printed on the top and on the bottom it says: "SAFE ZONE" or "LGBT SAFE ZONE". A letter is sent out to all faculty and staff on campus asking them to place the sticker in their offices indicating that their office is safe space for lesbian, gay, and bisexual people. Sometimes the stickers are given out at a workshop or information ses-

sion. This can be useful to educate the campus about the problem of homophobic harassment. Often a printed sheet accompanies the sticker which says something like:

> The symbol is a green circle surrounding two triangles one pink and one black and bears the words (name of your campus) LGBT SAFE ZONE. The green circle, the opposite of the familiar red circle with a slash, signifies the displayer's willingness to be supportive to gay, lesbian, bisexual and transgender people. It also represents the inclusion of straight allies of this community.
>
> The pink triangle was used by the Nazis to label gay men and the black triangle was used to label lesbians (and other "anti-socials"). These symbols have been adopted as symbols of gay and lesbian identity, pride, and self-esteem.The area bisecting these triangles represents the diversity of sexual "minorities" which includes bisexuals and transgender individuals. The interconnectedness of human sexuality is thereby represented.
>
> More information on this campaign can be obtained from: Office of Student Activities, Memorial Union Suite 126, University of New Hampshire, Durham, NH 03824 603/862-1001
>
> You can design and have printed stickers and buttons of any type or variety, similar buttons and stickers to the SAFE ZONE ones that say "Straight But Not Narrow," (you can order this from Donnelly/Colt) have also been used as part of an educational campaign on many campuses. What you choose is limited only by your imagination. You may have a local organization that can do this for you, but if not Donnelly/Colt has been serving progressive movements nationwide for many years. They already have a large stock of buttons and stickers, but they be happy to print anything that you send them.
>
> You can order buttons, stickers, bumper stickers, etc. from
> Donnelly / Colt
> PO Box 188
> Hampton, CT 06247
> 203/455-9621

SECTION TWO: PRACTICAL APPLICATIONS

Introduction

Chapters 7 through 18 contain practical action steps for addressing many of the issues commonly faced by lgbt campus organizers and activists. Like those in Section I, these chapters contain contributions from dozens of student, faculty, staff, alumni and community organizers who have shared their experiences, their advice, their successes and their failures.

Chapter 7:

Campus Non-Discrimination Policies

By Sam Paul

Introduction

While most of the over 3000 institutions of higher learning across the U.S. have policies that address certain forms of discrimination (e.g. sexism, racism), relatively few (approximately 200) explicitly prohibit discrimination on the basis of sexual orientation. This section of NGLTF's Campus Organizing Manual provides background information and guidance to lgbt activists seeking inclusion of a sexual orientation clause in their campus anti-discrimination policy statements. Organizing for such a policy may result not only in greater protection for lgbt students, but also affords lgbt activists an opportunity to organize and educate the campus community. Even if your school already prohibits discrimination based on sexual orientation, this section contains useful information for organizing around other issues important to lgbt people on campus.

Background

Both on campus and off, gay and lesbian people routinely confront discrimination and harassment because of their sexual orientation. In recent years, there has been a dramatic increase in reports of such episodes at colleges and universities across the United States. Campus surveys conducted during the late '80s and early '90s at Oberlin, Rutgers, Penn State, Yale and the University of Oregon suggest that these incidents are not isolated (see "Anti-Gay/Lesbian Violence, Victimization and Harassment in 1990," NGLTF Policy Institute, 1991). Furthermore, studies have shown campus services to be inadequate and students often do not trust them enough to seek assistance. Consequently, students often fail to report incidents of harassment to campus police or to appropriate administrators. Counseling, health, academic and other services are also frequently regarded as insensitive, inappropriate and generally inadequate.

Given the wide scope and serious consequences of anti-gay discrimination (e.g., dropping out, lowered grades and other indicators of lost productivity in a hostile work or learning environment), and the ongoing potential for such abuse in a society where homophobia and heterosexism are pervasive, it is vitally important that colleges and universities adopt policies that ban discrimination based on sexual orientation. Absent a clear, official statement on this matter, lgbt stu-

---

The late Sam Paul researched and wrote much of what follows, under the supervision of Kevin Berrill, during a 1989 student internship at NGLTF. The chapter has been updated by Curt Shepard, NGLTF Campus Organizer.

dents, staff, and faculty remain vulnerable to unfair and unequal treatment and are discouraged from reporting victimization to campus or civil authorities. Failure to expressly forbid anti-gay discrimination also sends a message to the campus community that lgbt people are second class citizens and that discrimination against them is acceptable.

Further, banning such discrimination not only discourages mistreatment but also creates an atmosphere where lgbt people can live and work without fear. It sets a moral example for the campus and the surrounding community, indicating that discrimination against anyone because of their sexual orientation is unjust, unfair, and intolerable. Finally, a non-discrimination policy can serve as an important first step for other lgbt campus initiatives. Once a school is on record as opposing anti-gay discrimination, lgbt organizers can more easily press for other measures to improve the quality of life – including the establishment of a lgbt studies curriculum, domestic partner benefits for gay and lesbian couples, and programming to address homophobia among students and staff.

> *Failure to expressly forbid anti-gay discrimination also sends a message to the campus community that lgbt people are second class citizens and that discrimination against them is acceptable.*

Fortunately, a growing number of colleges and universities have recognized the need to protect lgbt people from discrimination. While the exact number of schools that ban such discrimination is unknown, nearly 200 that we know of are listed on the following pages.

If your school has such a policy and is not listed, please notify NGLTF so that we can include it in our records.

Strategies for Activists

The following are suggested strategies for activists on how to promote an anti-discrimination policy. These strategies were recommended by students, staff and alumni/ae who played key roles in persuading their colleges and universities to adopt anti-discrimination measures.

1) Investigation of the Administrative Process:
Do a thorough investigation of your university administration. Who is in charge? Who makes the decisions? What is the line of authority in making policy decisions? Who in the administration, staff and faculty are widely respected? You must understand how the system works if you are to make it work for you. Target those administrators or administrative processes for your lobbying effort. Your strategy may vary tremendously depending on whether your target is the university senate, the chancellor or the EEO office.

2) Investigation of the Administrators:
Find out what key administrators think about a non-discrimination policy. Who are your friends in the administration? Who are your enemies? What are their concerns, questions, and objections with respect to such a policy? You can obtain this information by writing letters to key campus officials requesting their views on this matter. Meeting with them is also advisable, as it may enable you to obtain valuable off-the-record information.

3) Research:

Once officials have raised any questions or objections, you must then answer them. This may require research. For example, in response to your inquiry, an administrator may argue that a policy prohibiting discrimination on the basis of sexual orientation is unnecessary. In that case, it is helpful to identify examples of discrimination, harassment or violence that have occurred on your campus. If possible, document anti-gay episodes and/or conduct a survey of lgbt people on campus to measure rates of victimization. (Check with the social research departments at your school for assistance in this area.) The quantitative and anecdotal information you gather will strengthen your case for discrimination protections. But regardless of whether such information is available, you can point out to officials that the mere potential for discrimination is grounds enough for an anti-discrimination policy.

Aside from the issue about whether anti-gay discrimination exists, another classic objection is that such a policy would be wrong, and would imply an "endorsement" of homosexuality. If confronted with these arguments, do not let opponents claim the moral high ground. It is homophobia — not homosexuality — that is immoral. Moreover, a non-discrimination clause does not imply endorsement of homosexuality any more than ensuring freedom of religion implies preference for any religious belief or sect. To buttress your case, it is helpful to have on hand a list of municipalities, businesses and universities that prohibit anti-gay discrimination. (Appendix A, p 170 contains a list of campuses with non-discrimination policies that include sexual orientation.)

It may also be advisable to research the backgrounds of key decision-makers (including administrators and trustees) to determine if their alma maters have passed anti-discrimination policies. Many people — including many professionals in academia — have strong ties to the colleges from which they graduated, and campus officials my be persuaded to support a policy banning discrimination against lgbts if their alma maters have already done so. Very often campus officials quote in their speeches and writings the people they admire, including civil rights leaders, Supreme Court Justices, and members of Congress. Are some of their heroes supportive of lgbt rights? If so, point that out to them.

4) Network:

Develop coalitions. Talk to people and make friends. Ask for help from student groups, faculty, staff, sympathetic administrators, lgbt alumni/ae, and — not least — your parents (assuming they are supportive). Vigorous and vocal coalitions are the single most important key to convincing the administration to take action. You need to show the administration that support for your proposal is widespread and not limited just to lgbt people.

Photo © 1995 Alex Zaphiris

5) Proposal:
Write diplomatic letters to the key decision-makers that propose adding "sexual orientation" (or "sexual and affectional orientation") to the school's non-discrimination policy statement. Your letter should make the case for discrimination protections and answer any questions or objections raised by the administration. Provide with your letter a list of colleges and universities that have passed anti-discrimination policies. You may want to highlight schools of equivalent academic rank, comparable size, or in the same region.

6) Lobby:
To add more weight to your proposal, ask your supporters — including faculty, staff, administrators, students and student groups, friends, and parents – to do any or all of the following:

- ▼ write letters;
- ▼ make phone calls;
- ▼ request meetings;
- ▼ pass resolutions (from groups such as the Student Government Association and the Faculty Senate);
- ▼ submit letters to the editor or submit editorials to the campus newspaper;
- ▼ engage in a gesture of solidarity (such as wearing a pink triangle on a designated day);
- ▼ participate in a speakout; and
- ▼ organize a rally.

If there are local or national community leaders (clergy, local officials, members of Congress, distinguished alumni/ae, etc.) who are supportive, ask them to send a letter or make a phone call. Perhaps, if asked, they might come to campus to give a rousing speech on your behalf!

7) Negotiation:
Once you have proposed a policy, you and your allies may need to meet with decision-makers in order to discuss further any questions or concerns they might have. During negotiations stress the ways in which your interests and theirs actually converge. While the approval of a nondiscrimination policy will clearly benefit lgbt people, you can point out that such action is also in the interest of the administration. By approving the measure, the administration will help to create a more open academic environment and — importantly — avoid controversy that could ensue if they do not take favorable action.

If negotiations are to succeed, there must be mutual trust. It is therefore important not to publicize the process or undermine the negotiators on either side. While negotiations are ongoing, any show of bad faith can lead to failure.

8) Direct Action:

If the key officials at your school are intransigent and refuse to grant your request, more confrontational means of persuasion may be necessary. Identify the individuals who are the obstacles (e.g. the University President, or the Chair of the Board of Trustees) and plan an action that draws their attention — and that of the media and the entire community — to your demands. Choose an action that fits your resources and objectives. It may include a demonstration, a teach-in, and/or sit-in at the office(s) of your opponents. If you decide to undertake an illegal action, such as occupying the President's office, participants should understand the possible consequences (including expulsion and arrest). Have a clear set of demands, always keep the channels of communication open, and know your "bottom line." If your demands are met, end the action promptly.

It is important to remember that confrontation tactics — especially acts of civil disobedience — are most appropriate after you have exhausted all other means of persuasion and are willing and prepared to accept the possible consequences of violating campus regulations or the law. See Chapter 5, "Making Change," for more information about direct action tactics.

Profiles Of Successful Organizing Efforts

The following are four case studies of organizing efforts on college campuses that resulted in the adoption of policies protecting lgbt people from discrimination. The information below was obtained through interviews with individuals who were involved with these successful efforts. While players and the strategies differed in each case, certain common problems and solutions are also evident.

Pomona College

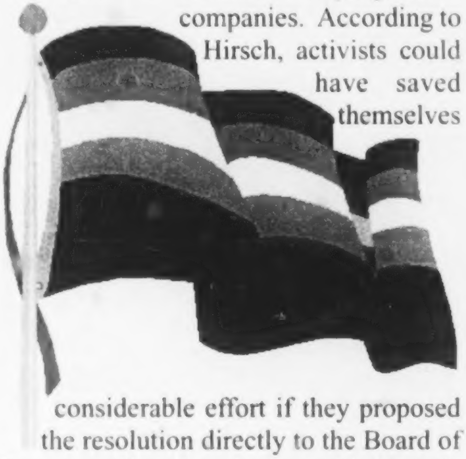
Interview with Leonard Hirsch, Pomona Class of '76; Chairperson of Pomona's Gay and Lesbian Alumni/ae Association.

According to Hirsch, Pomona's Faculty Senate played a pivotal role in the school's decision to adopt a policy banning anti-gay discrimination. The process began when several lesbian and gay faculty members recommended the policy to the dean of the college. Unfortunately, the dean was homophobic and would hear nothing of lesbian and gay rights. In order to force the dean to reconsider, the gay and lesbian faculty members asked Pomona's Faculty Senate to pass a resolution in support of the policy. Advocates of the policy, both lesbian/gay and heterosexual, met with skeptical faculty members in order to discuss their concerns and encourage their support. Respected faculty members were also called upon to speak up and use their political pull to convince members to vote for the resolution. The supporters chose not to call for a vote on the measure until they were convinced that there would be a unanimous decision. After considerable lobbying, the resolution passed by acclamation. Accordingly, the dean was obliged to recommend the policy to the Board of Trustees.

When members of the Board of Trustees learned that Pomona did not already have a policy prohibiting discrimination on the basis of sexual orientation, many were surprised. Several members of the board worked for companies with anti-discrimination policies and had assumed that

Pomona had one as well. Accordingly, when the policy was proposed, the board passed it without any hesitation.

Hirsch observes in hindsight that if activists at Pomona had done some background research on the Board of Trustees, they would have discovered that most board members were open-minded and that some had worked for progressive companies. According to Hirsch, activists could have saved themselves considerable effort if they proposed the resolution directly to the Board of Trustees rather than dealing with the anti-gay dean at the lower level.



Hirsch recommends that activists deal with opponents on a personal level and address their issues immediately and directly. For example, one of the major concerns of some faculty members was that approval of an anti-discrimination policy would alienate alumni/ae and other important supporters of the college. Proponents pointed out that many schools have adopted such policies without losing significant alumni/ae support. They also pointed out gay/lesbian and pro-gay alumni/ae were valuable assets to the school and should not be ignored or alienated.

In advocating for gay and lesbian rights, "the key," says Hirsch, "is to be calm and professional so that the opponents look like reactionaries." He also recommends that activists seek the support of older, respected professors who carry the most clout in the school. "Get these professors to speak out for your cause. Older faculty members have the least to lose and are often more willing to speak up." Hirsch also recommends that advocates build coalitions with other supportive student groups, alumni/ae groups, faculty and administrators.

University of New Hampshire

Interview with Jim Keilly, former student and staff member at the University of New Hampshire.

According to Keilly, gay and lesbian activists at the University of New Hampshire first became interested in a non-discrimination policy when the University President's Committee on Diversity found that gay men and lesbians were the most frequent victims of discrimination and harassment at UNH. Campus organizers responded to frequent anti-lgbt episodes by sponsoring educational activities on campus, including an AIDS Education Month, a lgbt History Week, and a lgbt Cultural Awareness Festival that included forums, films, lectures, seminars and social activities.

The resultant visibility from these events prompted even more anti-gay/lesbian harassment, including some death threats. In the wake of this harassment, activists concluded that the school's judicial policies did not adequately protect lgbt people, and that a policy was needed to address anti-lgbt discrimination and harassment.

Advocates of such a policy analyzed the administration and concluded that the Dean of Student Affairs probably would not advance such an initiative, at least not without the support of the Student Senate. Before bringing it to the Student Senate, activists met with several key senators and persuaded them to advocate on behalf of the initiative. In addition, they documented and publicized cases of anti-lgbt discrimination, and vigorously lobbied members of the Student Senate. In the end, the Student Senate voted unanimously to propose the initiative to the head dean who, in turn, proposed it to the President of UNH.

When the President showed little interest in the measure, advocates developed a strategy to obtain his support. Their plan involved two guest speakers — Mary Frances Berry, then-member of the U.S. Commission on Civil Rights, and then-Atlanta Mayor Andrew Young — both of whom had been invited to speak at UNH for a Black history seminar. Organizers knew from research they had done that Berry and Young were held in high esteem by UNH's President and were advocates of lgbt rights. During the seminar, several lgbt participants asked Berry and Young about their views on gay rights. When both expressed strong support, the President was clearly moved by their answers. At the request of lgbt students, after the seminar Mary Frances Berry privately urged the President to approve the proposed anti-discrimination policy. Soon afterwards, he did exactly that!

The move to adopt a non-discrimination policy at the University of Iowa grew out of concern about rising anti-gay/lesbian vandalism and graffiti on campus.

University of Iowa

Interview with Sue Buckley, Director of the University of Iowa's Women's Resource and Action Center.

The move to adopt a non-discrimination policy at the University of Iowa grew out of concern about rising anti-gay/lesbian vandalism and graffiti on campus. In order to combat the problem, Sue Buckley, Director of U of I's Women's Center, raised the issue with the university's Human Rights Committee. At Buckley's urging, the Committee recommended to the university administration a policy banning anti-gay discrimination. In pressing for the adoption of the proposal, Buckley and other advocates entered into two months of negotiations with University of Iowa officials.

When the policy was proposed, administrators raised a number of questions. These included whether such a policy (1) was actually needed, (2) would be the only policy of its kind among colleges and universities, (3) would lead to possible conflict with discriminatory external agencies such as the CIA and the military, (4) would alienate alumni/ae, parents, and the State Legislature, (5) would conflict with U of I's federally mandated affirmative action policy, and (6) would lead to a spate of lawsuits alleging anti-gay discrimination by the college.

Buckley and others addressed these concerns during the negotiation process. They educated administrators about the wide scope of anti-lgbt discrimination and harassment on campus and named many other schools that had approved policies disallowing discrimination based on sexual orientation. Advocates explained that adding "sexual orientation" to the list of already protected groups would merely add to — not conflict with — federally mandated protections (covering categories such as race, religion, gender, disability, etc.). They were also able to convince administrators that adoption of such a policy would not result in numerous lawsuits.

In the end, the school amended its non-discrimination policy to include "sexual orientation," but compromises had to be made. In exchange for the policy, proponents agreed to an exemption, allowing the CIA, the Department of Defense and other discriminatory agencies to recruit on campus. Furthermore, the administration insisted on "playing down" the policy out of fear that it would arouse the ire of the State Legislature.

According to Buckley, the University of Iowa administration was willing to approve the policy not because it was right but because officials were shown that it was in their best interest to do so. Advocates tactfully pointed out that if the policy proposal was rejected, gay people and their allies would be angry and create controversy that would embarrass the school.

Proponents also succeeded in obtaining vigorous and vocal backing among non-gay individuals and groups on campus. "Without this support," says Buckley, "the amendment probably would not have passed."

Buckley recommends that activists look for an institution's "soft spots" — including its own selfish interests — and "work them over." She also urges that they maintain confidentiality during negotiations, as premature publicity can jeopardize the negotiating process.

Bowdoin College

Interview with Michael Rebic (Class of '76), Co-Coordinator of Bowdoin's Gay and Lesbian Alumni/ae Association.

According to Rebic, members of Bowdoin's Gay and Lesbian Alumni/ae Association sent letters over a period of three years urging adoption of an anti-discrimination policy to candidates running for election to Bowdoin's Board of Trustees and Overseers. The letters explained the need for discrimination protections, and asked whether nominees would support such a measure. While candidates' initial response to these letters were negative, the letter writing campaign provided activists with important information on (1) how the administration worked, (2) who among the trustees was supportive, and (3) what the trustees' concerns and objections were. Most importantly, the GALA campaign eventually inspired a trustee to ask the President of the College to bring the anti-discrimination proposal to the Executive Committee of the Board. Within a month, the measure was brought before the entire Board of Directors, which approved it without further question.

When the school declined to publicize the new policy, Bowdoin's GALA sent press releases to Maine's press announcing its approval. Several months later, a number of trustees urged that the policy be repealed, but after debate the measure was upheld.

Some of the initial concerns of the Board of Directors during the letter-writing campaign were that a non-discrimination policy would give the school a negative reputation and would violate state law. Proponents assured them that many other schools had passed similar policies, and that under no circumstances are such policies illegal. They also explained that passage of the measure would avoid possible controversy that could tarnish the school's reputation.

The lgbt alumni did not form alliances with lgbt students and student groups (such as the Young Democrats) and the Women's Center. Had they built a broader-based coalition, the GALA might not have had to lobby three years before receiving favorable action on their demands.

Examples of Nondiscrimination Policy Language

Antioch School of Law:
Antioch School of Law will not discriminate against color, race, creed, sexual orientation, or affectional preference.

Claremont University Center:
All recruitment, hiring, placement, transfer, and promotion (of staff) is on the basis of the qualifications of the individual for the positions being filled regardless of race, color, religion, national origin, age, sex, marital status, sexual orientation, non disqualifying handicap or whether the individual is a disabled veteran or a veteran of the Vietnam Era.

Massachusetts Institute of Technology:
The Massachusetts Institute of Technology admits students of any race, color, sex, religion, or national or ethnic origin to all rights, privileges, programs and activities generally accorded or made available to individuals at the Institute. It does not discriminate against individuals on the basis of race, color, sex, sexual orientation, religion, handicap, age, or national or ethnic origin in the administration of its educational policies, scholarship and loan program, or athletic or other Institute administered programs and activities.

Oberlin College:
In 1977 the Board of Trustees passed an affirmative action policy. Included was a nondiscrimination statement:
Nondiscrimination means administering programs and treating all persons without regard to race, color, national origin, religion, creed, age, sex, sexual orientation, marital status, family relationship, physical handicaps, or veteran status except where such a distinction is required by law or proved to be a bona fide occupational qualification.

New York University:
New York University is committed to a policy of equal treatment and opportunity in every aspect of its relations with its faculty, students, and staff members, without regard to sex, sexual orientation, marital or parental status, race, color, religion, national origin, age, or handicap.

State University of New York:
Attitudes, practices and preferences of individuals that are essentially personal in nature, such as private expression or

sexual orientation, are unrelated to performance and provide no basis for judgment. The Board of Trustees expects all State University campuses to take appropriate action to implement this policy of fair treatment.

Syracuse University:
The sexual orientation of students, faculty, or staff is not the business of Syracuse University. Therefore, no discrimination on that basis shall be practiced by Syracuse University. This covers, but is not limited to, admission and any benefit of such admission of students; and the employment, retention and promotion of faculty and staff.

Campuses that Include Sexual Orientation in their Non-discrimination Policies

The following is a partial list of colleges and universities with non-discrimination policies which include sexual orientation, as of May 1995. This list has been gathered from a variety of sources. No attempt has been made to verify the information. Please send additions or corrections to the list to the attention of NGLTF.

Agnes Scott College, GA
Allegheny College, PA
American Association of Colleges of
  Teachers Education, VA
American Conservatory of Music, IL
American University, DC
Amherst College, MA
Antioch University
  (covers all 9 campuses)
Arizona State University, AR
Art Institute, IL
Babson College, MA
Barnard College, NY
Beloit College, WI
Boston University, MA
Bowdoin College, ME
Brandeis University, MA
Brooklyn College, NY
Brown University, RI
Bryn Mawr College, PA
Bucknell University, PA
California Inst. of Technology, CA
California State University, CA
  (20 campuses)
Carleton College, MN
Carnegie Mellon University, PA
Case Western Reserve University, OH
Catholic University of America, DC
Chicago School of Prof. Psychology, IL
City University of New York, NY
  (covers 17 campuses)
Claremont University Center, CA
  (employees)
Claremont McKenna College, CA
Clarke University, MA
Clarkson University, NY
Colby College, ME
College of the City of New York, NY
Colorado College, CO
Colorado State University, CO
Columbia College, IL
Columbia University, NY
Cornell College, IA
Cornell University, NY
Dartmouth College, NH
Denison University, OH
DePauw University, IN
Drake University, IA
Drew University, NJ
Drexel University, PA
Duke University, NC
Eastern Illinois University, IL
Emory University, GA
Emporia State University, KS
Evergreen State College, WA
George Washington University, DC
Georgia Southern University, GA
Georgia State University, GA
Georgia Tech, GA
Goddard College, VT
Grinnell College, IA
Hameline University, MN
Hampshire College, MA
Harrington Inst. of Interior Design, IL
Harvard University, MA
Haverford College, PA
Harvey Mudd College, CA
Haverford College, PA
Hofstra University, NY
Hood College, MD
Hunter College, NY
Illinois State University, IL
Indiana University, IN
Iowa State University, IA
Jamestown Community College, NY
Johns Hopkins University, MD
Kalamazoo College, MI
Kansas State University, KS

Kenyon College, OH
Knox College, IL
Lawrence University, WI
Lehigh University, PA
Lewis and Clark College, OR
Lincoln College, IL
Macalester College, MN
Manhattan School of Music, NY
Mankato State University, MN
Marshall University, WV
Mary Washington College, VA
Massachusetts Institute of Technology, MA
Michigan State University, MI
Mills College, CA
Mitchell College, CT
Moorhead State University, MN
Mount Holyoke College, MA
Nassau Community College, NY
New Mexico State University, NM
New York University, NY
North Carolina A & T, NC
North Carolina State University, NC
North Dakota State University, ND
Northeastern Illinois University, IL
Northeastern University, MA
Northeastern School of Law, MA
Northern Illinois University, IL
Northwestern University, IL
Oakland University, MI
Oakton Community College, IL
Oberlin College, OH
Occidental College, CA
Ohio State University, OH
Ohio University, OH
Ohio Wesleyan University, OH
Oklahoma University, OK
Old Dominion, VA
Oregon State University, OR
Parkland Community College, IL
Pembroke College, NY
Pennsylvania State University, PA
Pitzer College, CA
Pomona College, CA
Portland State University, OR
Princeton University, NJ
Radcliffe College, MA
Radford University, VA
Reed College, OR
Rensselaer Polytechnic Institute, NY
Rice University, TX
Ripon College, WI
Rochester Institute of Technology, NY
Rockford College, IL
Rollins College, FL
Rutgers University, NJ
St. Cloud State University, MN
St. John's University,
St. Lawrence University, NY
St. Louis Community College, MI
San Francisco State College, CA
Santa Rosa Junior College, CA
Simmons College, MA
Smith College, MA
Southern Illinois University, IL
Southern Methodist University, TX
Stanford University, CA
State University of New York, NY (includes all 64 SUNY campuses)
Swarthmore College, PA
Syracuse University, NY
Temple University, PA
Texas A & M University, TX
Texas Women's University, TX
Transylvania University, KY
Trinity College, CT
Tufts University, MA
Tulane University, LA
University of Akron, OH
University of Arizona, AZ
University of Arkansas, AR
University of Buffalo, NY
University of Chicago, IL
University of California, CA (all 9 campuses)
University of Chicago, IL
University of Cincinnati, OH
University of Colorado, CO
University of Connecticut, CT
University of Delaware, DE
University of Georgia, GA
University of Hartford, CT

University of Hawaii, HI
University of Houston, TX
University of Illinois, IL (Urbana-Champaign campus and Chicago School of Medicine)
University of Iowa, IA
University of Kansas, KS (all campuses)
University of Kentucky, KY
University of Louisville, KY
University of Maine, ME
University of Maryland, MD (Baltimore County & College Park)
University of Massachusetts, MA
University of Michigan, MI
University of Minneapolis, MN
University of Minnesota, MN
University of Missouri, MO
University of Montana, MT
University Museum of Archaeology/Anthropology, PA
University of Nebraska, NE (4 campuses)
University of Nevada, NV
University of New Hampshire, NH
University of New Haven, CT
University of New Mexico, NM
University of North Carolina, NC
University of North Dakota, ND
University of Oregon, OR
University of Pennsylvania, PA
University of Pittsburgh, PA
University of Redlands, CA
University of Rhode Island, RI
University of Rochester, NY
University of St. Thomas, MN
University of South Florida, FL
(recently rescinded by Florida's Dep't of Education)
University of Southern California Law Center, CA
University of Texas, TX
University of Tulsa, OK
University of Utah, UT
University of Vermont, VT
University of Virginia, VA
University of Washington, WA
University of Wisconsin at Madison, WI
Vanderbilt University, TN
Vassar College, NY
Virginia Polytechnic Inst., VA
Wabash College, IN
Washington College, MD
Washington State University, WA
Washington University, MO
Wellesley College, MA
Wesleyan University, CT
Wesleyan University, GA
West Chester State College, PA (and all 14 Pennsylvania state colleges)
West Coast University, CA
West Georgia State University, GA
West Virginia University, WV
Western Illinois University, IL
Western Maryland College, MD
Western Michigan University, MI
William and Mary College, VA
Williams College, MA
Worchester Polytechnic Inst., MA
Yale University, CT
Youngstown State University, OH
Yuba College, CA

Chapter 8:

Organizing Against Hate

By Kevin Berrill

Introduction

Across the United States, lgbt people on college and university campuses are becoming more visible and vocal. In recent years there has been a dramatic increase in both the number and level of activity of lgbt student, staff, faculty, and alumni/ae groups. As a result, ever greater numbers of schools have adopted policies prohibiting anti-LGBT discrimination, initiated academic and non-academic programs to address lgbt issues and concerns, and taken other positive steps.

That's the good news.

The bad news is that as lgbt people (along with other minority groups) have become more visible and assertive, we have increasingly become the targets of harassment and violence. Since the 1980s, reports of bias-related episodes have risen dramatically, both on campus and off. The message behind these attacks is perhaps best summed up by graffiti recently chalked on a sidewalk at one university which read: "Stay in the closet, queer!" In the face of expressions such as this, it's easy to understand why some lgbt people find refuge in the closet — a frightful and isolated place, to be sure, but also one of relative safety.

Increasing numbers of students, faculty and staff, however, are refusing to bow to the pressure to remain invisible and are organizing for equality, justice and safety for lgbt people. This section is written for activists and groups seeking to organize against bigoted harassment and for a campus environment that is not only tolerant but that revels in diversity.

Background

An academic environment is theoretically one in which diversity, pluralism, and the free exchange of ideas are cherished and protected.

In recent years, however, an alarming rise in reports of harassment and violence against people of color, women, Jews, and lgbt people suggests that, just as in the larger society, bigotry may be gaining ground on many college campuses. Slurs and offensive jokes, ugly graffiti, hate mail, sexual harassment, and physical assaults are becoming an all too familiar, and sometimes accepted, part of university life.

This chapter is based on research and writing conducted in 1990 by then-NGLTF volunteers Richard Wood and Todd Clark, Gene Staquet, then an NGLTF Campus Project intern, and Howard Ehrlich, Ph.D., of the National Institute Against Prejudice and Violence. Updated information has been provided by Curt Shepard, NGLTF Campus Project.

A series of campus studies of anti-LGBT victimization conducted in the late 1980s and early 1990s at Oberlin, Rutgers, Penn State, Yale and the University of Oregon indicated that between three and five percent of respondents had been the target of anti-gay physical assaults at some point in their college careers; 16 to 26 percent had been threatened with violence and 40 to 76 percent had been verbally harassed. ("Anti-Gay/Lesbian Violence, Victimization and Harassment in 1990," NGLTF Policy Institute, 1991.)

> *The impact of bias-motivated incidents also extends beyond the individual who is targeted to all members of the group. Every taunt, act of vandalism, object thrown, and physical attack is an act of terrorism that threatens the collective security of all lgbt people.*

The following are just a few of the anti-gay episodes reported to NGLTF in recent years:

- University of Delaware: Campus sidewalks were scrawled with graffiti that read "Step Here, Kill A Queer," "Stay in the Closet, Fag," and other threatening and obscene messages;
- Boston University: Several lesbians sitting in a dorm lounge were called "f***ing dykes" and subjected to other abusive language by a male student. The perpetrator then grabbed one of the women by the shoulders and pushed her against a glass wall. When the victim's lover intervened, he threatened to kill her. During the remainder of the semester, the women were repeatedly harassed by the perpetrator;
- Michigan State University (MSU): At the close of Michigan State University's Gay and Lesbian Pride Week, vandals covered a bridge on campus with more than fifty anti-gay messages. Some of the chalked messages included "Death To Gays," "No More Homo Publicity, It Makes Me Sick!," and "Your Kind Will Die of AIDS." Shortly thereafter, a member of the MSU gay campus group discovered that his car had been doused with gasoline; and
- University of New Mexico : $20,000 worth of journals addressing gay & lesbian issues and feminism were destroyed or stolen from the library and replaced with Nazi books, including titles such as "Pens under the Swastika." The incident is reportedly part of a string of hate crimes that have recently plagued UNM.

Impact of Bias Incidents

To be a victim of harassment or violence is an ordeal, but to suffer such abuse because of one's beliefs or identity only compounds the victimization. Each incident of bias-motivated harassment can trigger in victims feelings of guilt, self-blame, isolation, alienation, fear, and rage. Each episode may also be a reminder to the victim of all the abuse s/he has ever had to suffer at the hands of others for being "different."

The impact of bias-motivated incidents also extends beyond the individual who is targeted to all members of the group. Every taunt, act of vandalism, object thrown, and physical attack is an act of terrorism that threatens the collective security of all lgbt people. Such incidents make us more afraid to be open and visible and thus undermine our freedoms of speech, assembly and association. Ultimately, acts of bigotry create an atmosphere of hatred and suspicion that tears at the pluralistic fabric of our society.

The Campus Response

Almost as disturbing as bigoted harassment is the lack of reaction to such abuse by many colleges and universities. While some administrators have forthrightly confronted the problem, many still deny or ignore its existence. When asked to take appropriate action, incidents are too frequently dismissed as isolated and/or unimportant. Sometimes victims are advised to drop their complaints on the premise that that drawing attention to it only "makes matters worse."

Some have gone so far as to blame the victims. Several years ago at a college in upstate New York, lesbian and gay students who had received a series of threatening notes were told that if they were less "flamboyant" the harassment would probably stop. When a lesbian at a West Virginia college complained to officials that she was being repeatedly threatened, she was told to transfer to another school if she wanted to be an out lesbian. When a student at a Pennsylvania university sent out an anti-gay message on an international computer bulletin board, the administration remained silent. Only after a sustained campaign from students did the university's president make a statement. But the statement condemned misuse of the computer system rather than the bigotry in the student's message!

Strategies for Activists

Every school is different, as are the circumstances under which violence and other abuses occur. Although there is no magic formula for dealing with harassment, the following guidelines may help your group organize an effective response to the problem. They may also foster a more affirming environment on campus for lgbt people.

1) Provide Support for the Victims. When responding to bias-motivated harassment or violence, the most important thing for students and staff to consider is the welfare of those victimized. Decisions about whether to publicize an incident and lobby for official action should always be made in consultation with the victims. Being harassed or assaulted often leads to feelings of powerlessness. It can compound this sense of disempowerment for victims if others take actions on their behalf without their knowledge or consent. Because the impact of bigoted harassment extends beyond the immediate victim(s), it may be necessary to create an opportunity for all concerned to share their feelings about the incident(s) and make decisions about what steps to take.

Absent a clear, official statement on this matter, lgbt students, staff, and faculty remain vulnerable to unfair and unequal treatment and are discouraged from reporting victimization to campus or civil authorities.

The aftermath of bias incidents often leaves victims feeling isolated. It is important, therefore, that they receive emotional support. Let them know you care. Affirm them in the choices they make. Victims may choose not to report harassment because they do not want to come out publicly, they want to put the experience behind them, or they fear being re-victimized. Whatever the reasons, their decisions deserve to be respected.

If, on the other hand, victims decide to make a report, get behind them. Find out what the official channels are for reporting such episodes and help them through the process. It may be appropriate to file reports with the campus police, resident advisors, the dean of students, the campus EEO office and/or the local lgbt anti-violence project.

Reporting harassment to the authorities is often an intimidating experience, especially for lgbt people. It can be enormously helpful for victims if others accompany them when they make a report. Choose one or more persons who can assist in making the report and in monitoring the school's handling of the case.

2) Document Anti-LGBT Harassment and Discrimination.

Although Federal law mandates the tracking of bias-related incidents, including homophobic ones, campus and law enforcement officials often don't do this and are inclined to deny or minimize the existence of bias incidents. By keeping detailed information on incidents that occur, you can establish that they are not isolated, and strengthen your case for appropriate official action.

Whenever harassment, discrimination or violence occur, document everything. Write down exactly what happened and when and where it occurred. Record the names or descriptions of perpetrators. Record names of witnesses. Make copies of hate mail. Never give away your only copy, even to the authorities. Keep a careful log of hate calls, and make a tape of hate calls recorded on your answering machine.

Photograph physical injuries, offensive graffiti and other vandalism. This information may prove useful as evidence in criminal proceedings. When compiling documentation, keep confidentiality in mind. Avoid including victims' names in your records unless you have their permission.

If possible, conduct a survey of lgbt students to gauge levels of harassment, discrimination and fear. Social research departments at your school may be able to assist in such endeavors. NGLTF can also provide assistance, including general guidelines and sample questionnaires.

3) Set A Community Organizing and Education Agenda.

Although acts of bigotry are ugly and offensive, they also afford all concerned a prime opportunity to educate and organize. While it is natural to want to vent all your anger at the perpetrators, it is important to keep in mind that hate-motivated incidents are just symptoms of the much larger problems of bigotry and oppression — problems for which the college administration must take a primary role in addressing.

Do not let administrators off the hook by making some token gesture in response to a specific incident. Instead, challenge them to undertake a comprehensive examination and response to bigotry. Suggested policies and programs are identified later in this section.

Whatever goals and strategies you decide upon, it will be easier to move forward if you develop a clear plan, and if the entire group has had an opportunity to participate in decision-making. Such input expands the range of ideas and options, and gives members an opportunity to get excited about, and invested in, any proposals that are made to the administration. It is also important for those who will be negotiating with the school to make sure they agree on the agenda, goals, and tactics.

4) Build Awareness.
Usually, although not always, it helps the negotiations inside if there are lots of folks making lots of noise outside. Chances are that the administration will take acts of bigotry more seriously if the problem is widely publicized and if your proposed solutions are widely supported. Accordingly, you and your allies must be seen and heard. Inform the campus media about the problem. Hold a forum or speak-out. Ask the student and faculty governing bodies to pass resolutions condemning acts of hatred and to support your agenda. Circulate petitions. Ask students, parents, faculty, and influential outsiders to write letters to key officials. In short, create a climate of moral outrage that will facilitate moral action.

5) Coalitions.
Before finalizing your program consider meeting with groups representing other minorities and women to find out whether they are interested in working together with you. Bias-motivated harassment is a natural issue around which to build coalitions. Because bigotry in all its forms has similar dynamics and expressions, it makes sense to promote comprehensive solutions. Indeed, to ignore certain types of bigotry on campus while addressing others may send a message that some groups are less equal than others.

Sometimes lgbt organizers do not reach out for support because it never occurs to them to do so or because they are rebuffed by organizations representing other minorities. Sometimes lgbt students fear that their concerns will be ignored or shunted aside in negotiations. Some may believe that coalitions are typically too fragile or move too slowly to be effective. While it is often true that coalitions take extra time and effort, when lgbt, racial, religious, women's, disability and other student groups join forces, it can be enormously empowering. Furthermore, it can lead to dialogue that opens doors to mutual understanding and trust.

Imagine if, after an anti-lgbt incident on campus, the leadership of the African-American student organization contacted your group to express their concern and ask how they could be supportive of you. Chances are you would feel very grateful and much less isolated. In the event of a racist episode, the African-American student organization and the African-American lgbt people on campus might also appreciate the active support of the lgbt student group. In other words, don't wait for anti-gay incidents to occur to speak up and reach out.

Providing genuine support to other groups that are the targets of bigotry is not only the right thing to do, it also creates good will and solidarity. By standing up for each other, you may find that different groups on campus eventually will go beyond mere coalition-building to a point where they are deeply committed to each others' issues.

6) Meet With the Administration.
Do your homework before meeting with campus officials. Start with a thorough investigation of your university administration. Who is responsible for setting policy on matters such as harassment? Request a meeting with the appropriate officials (which may include the college president) to discuss the problem and how they can best respond to it. Bring along any statistical and anecdotal documentation you have compiled, a written list of proposed remedies (for starters, "remedies" might be a less confrontational word than "demands"), positive examples of how other colleges have responded, influential allies (e.g., representatives of other student groups, parents, alumni/ae, respected faculty, etc.) and, if possible, one or two victims who can share their experiences.

During the meeting with administrators, it helps to stress how your interests and theirs converge, and how implementation of your proposals will lead to a more open, less oppressive, and safer campus environment. Listen carefully to their replies to your requests. Respond where appropriate. If you are not sure how to answer their questions or concerns ask for time to think them over and consult with others. Always ask that they put any commitments in writing, along with target dates for implementation.

7) When You Get the Run-around.
If you have been negotiating in good faith and find that your key requests are unanswered or refused by the administration, it may be necessary to take a more confrontational approach.

One option is legal action. If your school fails to adequately protect students from abuse and harm, it could be liable to civil or criminal prosecution. Contact your nearest ACLU or national gay and lesbian legal advocacy groups for advice, assistance or referrals. (See "Resources," Section III.) Sometimes all it takes is a call from an attorney to make administrators do the right thing.

Harassment policies have little or no deterrent effect if they are not widely publicized.

A second option is to bring bias-related incidents on campus to the attention of the gay and mainstream media. Call reporters and, if appropriate, hold a press conference. College officials hate negative publicity, and may act more quickly and responsibly if reporters and camera crews show up on campus.

Last, but not least, is direct action. Identify the administrators who are obstacles and plan an action that draws their attention, as well as that of the media and the broader community, to your demands. Choose an action that fits your resources and objectives (e.g. a teach-in, demonstration, or a sit-in). Have a clear set of demands, always keep channels of communication open, and know your bottom line. Remember that confrontational tactics — especially acts of civil disobedience — are most appropriate after you have exhausted other means of persuasion, and are willing and prepared to accept the possible consequences of violating campus regulations or the law.

Profiles of Organizing Efforts

The following are two case studies of successful efforts to respond to anti-LGBT bigotry on campus. This information was obtained from presentations on campus organizing at NGLTF's national Creating Change™ conference in November 1989.

Brown University

During the final weeks of the 1989 spring semester, a series of overt racist and homophobic incidents plagued the campus of Brown University in Providence, Rhode Island. Flyers were posted which read "Keep White Supremacy Alive!!! Join The Brown Chapter of the KKK Today!," and graffiti such as "Kill Homos" was scrawled in several residence halls. No sooner was the graffiti erased than it reappeared again.

In response to these incidents an open letter to the Brown community was sent by "concerned members of the Third World and Gay and Lesbian Community." The letter explained that these episodes were not isolated and were symptomatic of the bigotry that pervades society in general and Brown in particular.

Members of communities of color and lgbt communities also formed a coalition to respond to the incidents and the bigotry that motivated them. The Coalition compiled a list of demands and presented it to the administration along with target dates for implementation. The demands included but were not limited to the following:

1. An official condemnation by the administration of both racist and homophobic harassment and violence, and a formal declaration of the university's policy regarding the handling of such matters;

2. The implementation of a minimum penalty of expulsion for the perpetrators of racist and homophobic harassment;

3. A complete revision of police and security procedures used in investigating bias incidents; and

4. A meeting with the president of the university to discuss a long-term agenda for combating homophobia and racism in its many different forms in the university community.

The strong and swift response on the part of students prompted Brown's president to send a letter concerning the incidents to every member of the Brown community and to the parents of every Brown student. His letter vehemently condemned the incidents and outlined the measures taken by the administration to identify the perpetrators, assist victims and improve the campus environment. Among the steps taken were the following:

1. Security officers were assigned to 24-hour-a-day duty in the residence halls where the incidents occurred;

2. Deans and administrative personnel were assigned to assist students and counselors in dealing with their concerns about harassment;

3. A 24-hour hotline was established to report additional incidents and control rumors;

4. An active investigation of the incidents was launched in consultation with local police and federal agencies; and

5. The dean of student life was called on to issue "clear and concise rules" relating to harassment "as well as a clear description of the judiciary process."

In the wake of the incidents, the Coalition Against Racism and Homophobia formed a committee which authored a lengthy document aimed at guiding the university's response to homophobia and racism.

University of Massachusetts, Amherst
At the University of Massachusetts, Amherst, a consciousness-raising event during Lesbian, Gay, Bisexual Awareness Week several years ago sparked an organized homophobic backlash from a contingent of anti-LGBT students. As part of the Awareness Week activities, a "Hug a Homosexual" booth was set up on campus. The next day signs were posted around campus that read "Heterosexuals fight back! Hang a homosexual in effigy! Defend our rights!" Anti-gay students also planned a march to express their hatred.

LGBT students met that evening to discuss the incidents and plan a response. Some wanted to confront the bigots directly and urged that lgbt students lie down in front of them as they marched. After a long debate over the most effective means for addressing the situation, it was decided that the administration should be targeted instead of the perpetrators themselves. The reasoning behind their decision was that the administration had the responsibility for educating and protecting all students, regardless of sexual orientation. Further, they felt only the administration had the power to change the homophobic conditions on campus which made it difficult for lgbt students to receive an education, or to receive adequate support in the face of harassment. Accordingly, a list of demands was drawn up and several hundred students marched on the administration building, with the media in tow.

After a series of meetings with lgbt students and their allies, the administration agreed to initiate a study on the quality of life for lgbt students at the university. Felice Yeskel was hired to assess the attitudes towards lgbt students and measure rates of anti-lgbt harassment, discrimination and fear. Various service-oriented offices at UMass, Amherst, such as the financial aid office, the career center, and the counseling center were evaluated to determine their level of sensitivity to lgbt concerns. The results of this assessment as well as a series of recommendations for improving the situation was compiled in to "The Consequences of being Gay: A

Report on the Quality of Life for Lesbian, Gay and Bisexual Students at the University of Massachusetts at Amherst" by Felice Yeskel (an unpublished manuscript available from the Stonewall Center, Crampton House SW, University of Massachusetts, Amherst, MA 01003; 413/545-4824).

The severity of the problems were thus brought to the attention of the administration. Since the release of the final report, a number of its recommendations — including the creation of a full-time, staffed program for lgbt concerns — have been implemented.

Responding to Bias Incidents on Campus: Recommendations

College and university administrations have a legal and moral obligation to combat bias-motivated harassment. Moreover, their response should be comprehensive rather than piecemeal, addressing underlying causes rather than just simply reacting to the symptoms. The following recommendations, many of which have been adopted by colleges across the country, are offered to facilitate positive action. NGLTF welcomes feedback and additional recommendations.

1) Adopt a Policy Concerning Bias-related Harassment.

Every school should adopt a policy that condemns and prohibits harassment, intimidation and violence based on prejudice. It is very important that the policy specifically mention the categories of individuals that are covered (including, but not limited to, sexual orientation, race, religion, national origin, ethnicity, gender, and disability) to underscore the university's commitment to protecting individuals of different identities, backgrounds, and beliefs. Furthermore, harassment policies should explain possible disciplinary outcomes for those found to have engaged in bias-related harassment, and the process by which victims may file complaints against perpetrators.

Harassment policies have little or no deterrent effect if they are not widely publicized. Accordingly, they should be regularly brought to the attention of the campus community — at orientation, at campus-wide meetings, in the student handbook, and on campus bulletin boards.

When a pattern of bias incidents emerges, or in the wake of a particularly serious incident, special efforts should be made to again bring the policy to everyone's attention.

2) Adopt a Campus-wide Policy Prohibiting Discrimination Based on Sexual Orientation.

It is inconsistent to prohibit anti-LGBT harassment while permitting the targets of such abuse to suffer officially sanctioned discrimination in employment, admission, housing, receipt of university services and so on. An administration's failure to protect individuals from discrimination based on sexual orientation sends a message to the campus community that lgbt students, staff and faculty are second class citizens. Such unequal treatment encourages expressions of anti-gay bigotry while discouraging lgbt people from reporting harassment and receiving the education to which they are entitled.

3) Establish formal procedures for handling harassment.

Every college and university needs to develop an easy-to-access process for handling cases of bias-related harassment and violence on campus. Certain offices (e.g., the dean of students, campus police, office of human relations) should be designated to receive and respond to reports. Some aspects of a comprehensive approach to bias incidents are discussed below.

▼ **Priority Handling.** Bias incidents should receive priority treatment in terms of investigation and adjudication. The handling of each case should be monitored by high level administrators, with special attention given to developing strategies for averting additional outbreaks of prejudice and violence. Tensions can be calmed and further incidents deterred by prompt official statements that vigorously condemn acts of bigotry and assure a thorough investigation. When appropriate, administrators should call on local or federal law enforcement agencies to assist in the investigation of bias crimes.

Plans should also be in place for rumor control, external publicity, and immediate removal of offensive graffiti. (Note: graffiti should not be removed until it is photographed and inspected for evidence.) Furthermore, campus officials should have a policy for dealing with the hate-mongering presence of extremist speakers.

▼ **Encourage reporting.** College officials can do little about episodes of harassment on campus if they are not reported. Yet research indicates that victims of bias incidents seldom inform the authorities. This reluctance is often compounded by confusion about where to go and how to proceed with a complaint. The opening of a special harassment hotline (emphasizing confidentiality and anonymity) can help victims take the first step. Reporting of bias incidents is also facilitated by disseminating information (such as brochures, posters and videos) encouraging victims to step forward and explaining how to proceed.

▼ **Anti-bias Task Force.** Another way to raise awareness and levels of reporting is to establish a task force on bias motivated harassment and violence. Composed of students, staff, faculty and administration, such a task force could monitor and guide the university's response to bias incidents, provide advocacy for victims, develop materials and programming to encourage reporting, and conduct educational programs aimed at prejudice reduction. To be effective, an anti-bias task force must reflect the diversity of the campus community (especially those groups targeted for harassment) and be provided with adequate financial resources to carry out its mission.

▼ **Data collection.** A system should be established to identify, classify, and compile information on bias-related incidents. Data on such incidents can then be regularly evaluated as part of an assessment of the campus environment and the possible need for interventions. By sharing these data with the campus community, the administration can show its ongoing commitment to dealing with the problem. Periodic reports also signal to minorities and women that their victimization is a matter of official concern. Victims are thus encouraged to report, even when the perpetrators cannot be identified.

- **Victim assistance.** To minimize the potential trauma of anti-LGBT and other hate incidents, services for victims should be established to provide advocacy, counseling, peer support and, if necessary, assistance in dealing with the criminal justice system. Staff dealing with victims — including resident advisors, campus security and student life personnel — should receive training on how to sensitively and competently deal with victims and their loved ones. Other support can include the establishment by the administration and alumni/ae of a victim assistance fund. Victims, like defendants, deserve the right to be heard in the judicial process, including the right to make a victim impact statement. Such statements, which are usually made in writing or before the offender and those who will administer discipline, allow victims to express their feelings about the incident and how they wish punishment be imposed. Although some victims may choose not to make such a statement, the option should always be available to them. Organizations representing communities affected by the incident should have an opportunity to be heard as well.

- **Discipline.** Students found to have engaged in bias related harassment or violence should be disciplined appropriately. To treat such acts as childish pranks is to ignore the profound impact of these incidents on both the victim and the larger community. Discipline which holds the offender accountable for his/her actions sends a message to other potential offenders about the lack of tolerance for this behavior. Furthermore, the results of disciplinary hearings should be made public. Remember, bias-related incidents affect the entire community as well as the individual victim. According to the New York State Task Force on Bias Related Violence, *Schools should experiment with modes of widely reporting the outcome of disciplinary processes in cases of strong campus interest and concern. Bias violence cases affect a community that has a right to knowledge of the outcome.*

To minimize the potential trauma of anti-LGBT and other hate incidents, services for victims should be established to provide advocacy, counseling, peer support and, if necessary, assistance in dealing with the criminal justice system.

4) Education.

Education is the only known method of overcoming the prejudice that leads to acts of discrimination, harassment and violence. Promoting respect for human diversity must be a high priority for the administration, faculty, staff and students.

From orientation onward, students should receive clear and repeated messages that encourage appreciation for diversity and that discourage acts of intolerance. To that end, the university should sponsor speakers, cultural events, and other types of affirmative programming. Moreover, the curricula should be evaluated and, when appropriate, reformed to address issues relating to diversity in terms of culture, race, sexual orientation, gender and disability. Indeed, schools should make at least one such course a requirement for all students.

Faculty and staff — including campus security, career planning, counseling, residence-life, student activities, campus ministries, financial aid, health services, and the dean of students — should also receive training to help them recognize and overcome their biases. While such training cannot and should not require that individuals change their attitudes, it must establish norms of appropriate behavior. Finally, staff training should focus on what must be done when bias-related incidents are brought to their attention.

5) Free Speech Issues.
Efforts to prevent and respond to bias related incidents should interfere as little as possible with freedom of speech. To impose sanctions on offensive speech is to open the door to restrictions on other forms of speech. Campus policies that address harassment must distinguish between threats or sustained personal vilification and speech that is merely objectionable. Such distinctions are not always easy to make.

However, even if the college or university has no legal right to ban certain forms of bigoted speech, it has a moral duty to vigorously condemn it. To remain silent merely because offensive remarks are legal is to suggest that they are also morally acceptable. Because hateful remarks cannot be censored, it is all the more important that they be censured.

Anti-Violence/Harassment References

D'Augelli, A.R. (1989). Lesbians and gay men's experiences of discrimination and harassment in a university community. *American Journal of Community Psychology*, 17, 317-321.

Bigots in the Ivory Tower. (1989, January 23). *Time Magazine*.

Campus Environment Team, Pennsylvania State University. (1988). Campus climate and acts of intolerance. Unpublished manuscript.

Cavin, S. (1987). Rutgers sexual orientation survey: A report on the experiences of lesbian, gay and bisexual members of the Rutgers community. Unpublished manuscript.

Governor's Task Force on Bias-Related Violence. (1988). Final report. New York: Author. (Available from the Division on Human Rights, 55 West 125th Street, New York, NY 10017.)

Herek, G. M. (1986). Sexual orientation and prejudice at Yale: A report on the experiences of lesbian, gay and bisexual members of the Yale community. Unpublished-manuscript.

O'Shaughnessey, M.E. (1987). Chancellor's campus-wide task force on sexual orientation: Final report. Unpublished manuscript.

Yeskel, F. (1985). The Consequences of Being Gay: A Report on the Quality of Life for Lesbian, Gay and Bisexual students at the University of Massachusetts at Amherst. Unpublished manuscript.

Breaking the Silence: Final Report of the Select Committee on Lesbian, Gay and Bisexual Concerns (1993). University of Minnesota.

Study Committee on the Status of Lesbians and Gay Men (1991). From Invisibility to Inclusion: Opening the Doors for Lesbians and Gay Men at the University of Michigan. University of Michigan.

Anti-Violence/Harassment Resources

Below is a listing of organizations that may be able to assist your efforts to monitor and combat bigotry on your campus.

NGLTF, 2320 17th St., N.W., Washington, D.C. 20009; 202/332-6483. (Monitors anti-gay incidents, provides technical assistance on dealing with bias on campus.)

National Institute Against Prejudice and Violence, 31 South Greene Street, Baltimore, MD 21201; 301/328-5. (Monitors hate-motivated incidents, provides technical assistance.)

Center for Democratic Renewal, P.O. Box 50469, Atlanta, GA 30302; 404/221-0025. (Monitors hate-motivated incidents; provides assistance in responding to hate group activity.)

Anti-Defamation League, Department of Campus Affairs, 823 United Nations Plaza, New York, NY 10017; 212/490-2525. (Monitors anti-Semitic incidents; provides technical assistance.)

Lambda Legal Defense and Education Fund, 666 Broadway, New York, NY 10012; 212/995-8585. (Provides legal advocacy and referrals for the lesbian and gay community.)

Southern Poverty Law Center (Klanwatch Project), P.O. Box 548, Montgomery, AL 36195-5101; 205/254-0286. (Has developed *Teaching Tolerance* curricula. Write for details. Newsletter: "Klanwatch Intelligence Report.")

Local LGBT Anti-Violence Organizations

(Check local listings and/or the Gay Yellow Pages)

Anti-Violence Project/Valley of the Sun Gay & Lesbian Comm. Center
North 3rd Avenue
Phoenix, AZ 85013
602/234-7283

Gay and Lesbian Comm. Services Center of L.A./Anti-Violence Project
1625 N.Schrader
Los Angeles, CA 90028
213/993-7676

Community United Against Violence
973 Market Street, Suite #500
San Francisco, CA 94103
415/777-5500

Gay, Lesbian and Bisexual Community Services Center of Colorado
P.O. Drawer 18E
Denver, Colorado 80218-0140
303/831-6268

Gay Men and Lesbians Opposing Violence
P.O. Box 34622
Washington, D.C. 20005
202/452-7448

Idaho Anti-Violence Project
P.O. Box #768
Boise, Idaho 83701
208/344-4295

Horizons Anti-Violence Project
961 W. Montana
Chicago, Il 60614
312/472-6469

Fenway Community Health Center Victim Recovery Program
7 Haviland Street
Boston, MA 02115
617/267-0900 ext#311

Triangle Foundation
19641 West Seven Mile Road
Detroit, MI 48219
313/537-3323

Gay & Lesbian Community Action Council
310 East 38 St, Suite #204
Minneapolis, MN 55409
612/822-0127

Community Coalition to End Hate-Motivated Violence
C/O Women's Resource Center
University of Nevada/Reno
Reno, NV 89557
702/784-4611

North Carolina Coalition for Gay & Lesbian Equality
P.O. Box 61392
Durham, N.C. 27715
918/286-1378

The Lesbian/Gay Community Center
1428 West 29 Street
Cleveland, Ohio 44113
216/522-1999

Stonewall Union Anti-Violence Project
P.O. Box 10814
Columbus, Ohio 43201
614/299-7764

Lesbian Community Project
P.O. Box 5931
Portland, Oregon 97228
503/223-0071

New York City Gay and Lesbian Anti-Violence Project
647 Hudson Street
New York, NY 10014
212/807-6761

Chapter 9:

Responding to AIDS/HIV on Campus

By Kevin Berrill

Introduction

The AIDS epidemic is a problem confronting all Americans, including members of college and university communities. Since the NGLTF Campus Project addressed the issue of AIDS on campus in its first Organizing For Equality newsletter in 1988, increasing numbers of college and university administrations have undertaken serious programs to stem the spread of the disease and respond to its aftermath. Still, misconceptions about AIDS — along with fear and hatred associated with certain AIDS "risk groups" — have often slowed the official response to the problem both on and off campus. If colleges and universities are to meet the challenge of AIDS, then sound programs and policies are needed to protect the entire campus community. In the absence of such programs, lgbt students, faculty and staff, and others concerned about AIDS, may need to take the lead by lead by lobbying for official action and initiating their own education and support programs.

The AIDS epidemic affects college campuses in several ways. As in the rest of society, there still remains considerable confusion about AIDS and how it is spread. Some people may take extreme precautions based on irrational fears of casual AIDS contagion, while others often mistakenly assume that they can engage in unsafe sexual activity without risk to their health. Combating AIDS on campus is made more difficult by the fact that many students are just beginning to explore their sexuality and often only have meager knowledge of sexually transmitted diseases and other reproductive health issues. Oblivious to the risks associated with unsafe sex, some students have become infected with the Human Immuno-Deficiency Virus (HIV) — commonly believed to be the cause of AIDS — and growing numbers have developed full-blown AIDS.

Without a cure or a vaccine expected in the near future, and an extremely high mortality rate for those afflicted with the disease, it is vital that AIDS education be a high priority on campus. As institutions devoted to higher learning, colleges and universities offer an ideal environment for a successful public health campaign — one on which lives depend.

This chapter provides an introduction to AIDS/HIV education on campus, pointing lgbt campus organizers toward a sampling of the many organizations offering care, education and other forms of assistance to those for whom AIDS and HIV have become part of their lives. Bryn Austin, a 1988 NGLTF Campus Project intern, contributed to this chapter.

The Role of Gay and Lesbian Campus Organizations

The college or university administration should assume primary responsibility for promoting AIDS awareness and combating AIDS discrimination. LGBT student and alumni/ae organizations should be among those involved in the planning and implementation of AIDS education programs and policies.

As members of a community hard hit by the disease, lgbt people have a right to expect action and to have a say in decisions that will affect their lives. Although lesbians are not considered to be at high risk for AIDS, they nevertheless confront discrimination associated with the disease and should be encouraged to participate in efforts to combat it.

In the absence of a full scale effort to combat AIDS, both lgbt and non-lgbt student and alumni/ae groups should encourage and assist college administrations in acting responsibly. They should meet together with campus officials to urge both the adoption of an unofficial policy on HIV infection and AIDS, and the establishment of a full scale AIDS education program. Some possible AIDS initiatives are suggested below:

- ▼ Request the establishment of an official policy on HIV infection and AIDS that includes a focus on such issues as health care, housing and employment. (For information about model AIDS policies, contact the American College Health Association at the address listed at the end of this chapter.);
- ▼ Request that the administration hire a health education coordinator who would have responsibility for planning a comprehensive education program focusing on AIDS and other lgbt health concerns. In response to AIDS, a growing number of colleges have already hired such staff;
- ▼ Request that the student health center provide free condoms and safer sex kits. A safer sex kit might contain, for instance, two condoms, a latex barrier, KY Jelly and a pamphlet explaining safer sex guidelines (To obtain condoms in bulk quantities, see the "Condom/Sex Education Resources" at the end of this chapter.); and
- ▼ Request that the health center offer in-depth AIDS education training for volunteer peer AIDS educators. Some type of AIDS education should also be a part of the standard training for resident advisors and medical and counseling staff.

Some schools may be receptive to proposals and involvement by lgbt groups. Others will not, and may require pressure — from both on and off campus — to deal with AIDS in a sane and compassionate way. If the school is reluctant or unwilling to take appropriate measures, students may need to organize for change. Meetings, petition drives, resolutions from your student government association, calls and letters from supportive parents and alumni/ae, and — as a last resort — direct action (demonstrations, sit-ins, etc.) may be necessary to foster action.

Programs sponsored by lgbt campus groups.
Whether or not colleges take official action, lgbt students should educate themselves about AIDS and provide sup-

port for those trying to cope with surviving this epidemic. Listed below are a number of projects focusing on AIDS that student and alumni/ae groups may want to initiate. Of course, the scope of your efforts will depend upon your resources — both human and financial.

▼ **Offer AIDS referrals.** LGBT campus organizations can act as a clearinghouse, directing people on campus to local AIDS service agencies, hotlines, doctors, HIV testing sites, and counseling and support groups.

▼ **Set up a resource center.** Collect AIDS educational materials from other campuses and from AIDS service organizations. Develop a small library of these materials in the lgbt student group office (if one exists) or somewhere accessible to students needing such information.

▼ **Distribute AIDS information pamphlets and literature.** Busy public places such as student unions, residence halls and health centers are often ideal places to hand out or leave information pamphlets. Campus media such as newspapers, radio or television can run stories on AIDS issues.

▼ **Hold special events on AIDS.** These can be short programs or parts of a whole day or week of events devoted to exploring AIDS issues. Programs may include guest speakers, panel discussions, group discussions, theater and film presentations, and workshops. When scheduling a series of programs — as in the case of an "AIDS Awareness Week" — keep the topics diverse in order to meet the interests and needs of the community. Evaluate the topics covered. Are issues addressed that of particular concern to women, the disabled, and people of color? Remember that in order to reach the widest possible audience, your programming should reflect the diversity of your community.

▼ **Run a rap group for gay students on AIDS.** AIDS has created enormous stresses for everyone and raises all kinds of issues — from internalized homophobia to safer sex. Consider running a peer group or ask a counselor that you trust if s/he could facilitate such a group.

▼ **Document AIDS and gay-related discrimination and violence** and report such incidents to the university (allowing for anonymity, if the victim wishes). Keeping track of such incidents will help in promoting college action on AIDS and homophobia.

Basic Programming Guidelines

In developing AIDS education programs, student groups and college officials should consider a few basic guidelines:

▼ **Make programs visible and accessible**. To avoid the stereotype that AIDS is a "gay disease," it is best if campus-wide AIDS programs are co-sponsored by non-LGBT (as well as lgbt) groups.

▼ **Programs should ensure confidentiality**. Some people seeking information from your organization may be fearful of others knowing about their concerns regarding AIDS. They need to feel confident that your organization takes confidentiality seriously and that your AIDS information is accurate.

- **Programs should involve the campus community in planning programs design.** By soliciting input, you will ensure that your program will address the needs and interests of the entire community.

- **Programs should address diverse topics**. Offer presentations on topics that deal with the complexity of the AIDS epidemic. For instance, topics should address the needs of women, minorities, and those with physical disabilities and chronic illness. Other appropriate topics include sexuality, sexual diversity, and drug and alcohol use.

AIDS Resources for Colleges and Universities

Below is a listing of organizations and universities that have published information on AIDS and safer sex. Before developing your own AIDS education materials or AIDS policies, we suggest that you obtain samples of existing flyers, booklets, and training materials. Why "reinvent the wheel" when there are already some outstanding AIDS/HIV publications already in existence?

AIDS Project Los Angeles (APLA)
APLA is a non-profit, community-based organization dedicated to supporting and maintaining the best possible quality of life for persons affected by, infected by, and at risk for HIV in Los Angeles County. APLA also works to reduce the incidence of HIV infection by providing risk reduction, prevention education and information to the general public. Write or call:

AIDS Project Los Angeles
1313 N. Vine Street
Los Angeles, CA 90028
213/993-1600

AIDS Healthcare Foundation
AHF provides all services to people with AIDS from the initial clinic screening through hospice care. There are over a dozen treatment and service sites in the greater Los Angeles area. For more information contact:

AHF Executive Offices
6255 W. Sunset Blvd., 16th Floor
Los Angeles, CA 90028-7403
213/462-2273 or 800/AHF-2101

American College Health Association (ACHA)

ACHA publications include: "AIDS on the College Campus: An ACHA Special Report." This booklet examines AIDS from a campus perspective, and includes information on housing, testing, confidentiality and education. ACHA educational flyers include "Making Sex Safer," "Safer Sex," "The HIV Antibody Test," and "AIDS: What Everyone Should Know." For more information, contact:

ACHA
15889 Crabb Branch Way
Rockville, MD 20855
301/963-1100.

American Red Cross.
Red Cross publications include: "AIDS, Sex and You," "If Your Test for Antibody to the AIDS Virus is Positive," "AIDS and Your Job - Are there Risks?," "Caring for the AIDS Patient at Home," "Facts About AIDS and Drug Abuse," "Gay and Bisexual Men and AIDS." Films and posters on AIDS and AIDS prevention

are also available. To obtain materials, contact:

The American Red Cross
2025 E Street, NW
Washington, DC 20006
202/737-8300

California AIDS Information Clearinghouse
Based at the Los Angeles Gay and Lesbian Community Services Center, the Clearinghouse offers resource information about AIDS service organizations, prevention education materials and brochure distribution. Contact:

California AIDS Information
Clearinghouse
1625 N. Schrader
Hollywood, CA 90028
213/993-7415

Gay Men's Health Crisis (GMHC)
GMHC publishes a wide range of brochures and booklets on AIDS. Publications include: "Safer Sex Guidelines," "Medical Answers about AIDS," "Women and AIDS," "Condom Guide for Men and Women," "Legal Answers about AIDS," "Infection Protection Guidelines for People with AIDS," "GMHC Volunteer Training Manual," "Eroticizing Safer Sex Workshop Manual," "Safer Sex Comix," and more. Some Publications are available in Spanish and Mandarin Chinese. Various posters and buttons on safer sex and AIDS can also be purchased. To obtain a publication order form or to place an order, contact:

GMHC
Box 274, 132 West 24th Street
New York, NY 10011
212/807-7517.

Health Education and Resource Organization (HERO).
Hero publications include: "Safe Sex Guidelines for Men and Women Concerned About AIDS," and "AIDS Precautions for the First Responder." For more information, contact:

HERO
101 West Read Street, Suite 812
Baltimore, MD 21201
301/945-AIDS.

San Francisco AIDS Foundation.
Some of the SF AIDS Foundation publications available for sale include: "AIDS Lifeline," "Straight Talk About Sex and AIDS," "Women and AIDS," "Your Child and AIDS," "When A Friend Has AIDS," "Fact vs. Fiction: Ten Things You Should Know about AIDS," "AIDS Antibody Testing at Alternative Test Sites," "Lesbians and AIDS: What's the Connection?," "AIDS: A Self Care Manual," "Coping With AIDS," "The Family's Guide to AIDS," "AIDS Medical Guide," "AIDS and Your Legal Rights," "Information for People of Color," "Reaching Ethnic Communities in the Fight Against AIDS," AIDS Safe Sex Guidelines," "Can We Talk?," "The Hot'n'Healthy

Times," "Safe Sex Guidelines for Women at Risk for AIDS Transmission," "AIDS in the Workplace," "Alcohol, Drugs & AIDS," "Shooting Up and Your Health," " Poppers and AIDS," " The AIDS Hotline Training Manual," and "Designing an Effective AIDS Prevention Campaign Strategy." Some of these publications are available in Spanish and Chinese. The SF AIDS Foundation also sells resource guides for health care personnel and educators, as well as AIDS videos, posters, pins, and condoms. To obtain an order form or a sampler packet, contact:

The San Francisco AIDS Foundation,
Materials Distribution Department
333 Valencia Street, 4th floor
San Francisco, CA 94103,
415/861-3397

Whitman Walker Clinic (Washington DC).
Publications available from the Whitman Walker Clinic include: "Safer Sex: You Don't Have To Do It Alone," "Staying Healthy: AIDS Information for Gay Men," and "Alcohol, Drugs, AIDS and Your Health." For more information, contact:

The Whitman Walker Clinic
1407 S Street, NW
Washington, DC 20009
202/332-6483.

College and University AIDS Publications

Brown University.
Brown AIDS education materials include a 16 page booklet entitled "AIDS: Information for the Brown Community" and a flyer, "What You Should Know About AIDS and IV Drug Use." Also available from Brown are flyers on AIDS and safer sex prepared by the Brown Lesbian/Gay Student Alliance and the Student AIDS Task Force. To obtain these and other AIDS education materials, contact:

Office of Health Education
Brown University
Providence, RI 02919
401/863-2794

Columbia University.
Columbia AIDS publications include "Information About AIDS for the Columbia Community," a 31 page booklet with information about AIDS, the HIV antibody test, and safer sex guidelines. To obtain this and other AIDS education information, contact:

Columbia Gay Health Advocacy Project
4th Floor, John Jay Hall
Columbia University
New York, NY 10027
212/280-2878 or 212/280-2286

University of California at Berkeley.
UC Berkeley AIDS publications include a 64 page booklet entitled "AIDS Education on the College Campus," which explores how to set up an AIDS education program on campus. For more information, contact:

Health Promotion Office
381 Cowell Hospital
Student Health Service
UC Berkeley
Berkeley, CA 94720
510/642-7202.

Note: If your college or university publishes AIDS educational materials, please send copies of them to the NGLTF Campus Project and we will list them in this resource guide.

National AIDS Education and Advocacy Organizations

Centers for Disease Control (CDC) National AIDS Clearinghouse Internet Services include a listserve of AIDS-related news, an anonymous FTP site and a gopher server. The CDC Clearinghouse maintains an Internet mailbox to which users may send reference questions, orders for free publications and general inquiries. To correspond with the Clearinghouse, send e-mail to aidsinfo@cdcnac.aspensys.com. The Clearinghouse also maintains a read-only mailing list for individuals who wish to receive AIDS-related documents from CDC, including the AIDS Daily Summary, selected Morbidity and Mortality Weekly Report articles, CDC National AIDS Hotline Training Bulletins, and fact sheets. The listserve also distributes press releases from other public health service agencies such as the National Institutes of Health. To subscribe, Internet users should send the message:

"subscribe aidsnews firstname lastname"

to listserve@cdcnac.aspensys.com. The Clearinghouse's anonymous FTP site contains files of documents such as the current HIV/AIDS Surveillance Report, the Agency for Health Care Policy and Research's clinical practice guidelines, including Understanding HIV: Consumer Guidelines and Managing Early HIV Infection: Quick Reference Guidelines, pathfinder guides to AIDS information and, in the future, the Clearinghouse's Standard Search Series. The files are located in the /pub/cdcnac directory. If using Netscape or similar Internet software, the universal resource locator (URL) address is:

ftp://cdcnac.aspensys.com/pub/cdcnac

Finally, the CDC Clearinghouse's gopher site contains the AIDS Daily Summary, AIDS-related Morbidity and Mortality Weekly Report articles, tables from the CDC's HIV/AIDS Surveillance Report, and other CDC documents. Basic HIV/AIDS-related information is available, as well as information about prevention, treatment and living with HIV. To reach the Clearinghouse's gopher, point your gopher client to the address cdcnac.aspensys.com and select CDC NAC from the first menu. To point directly to the CDC NAC gopher, point to the address cdcnac.aspensys.com 72 (port 72). If using Mosaic or similar Internet software, the URL is:

gopher://cdcnac.aspensys.com:72.

National AIDS Network
1012 14th Street, NW, Suite 601
Washington, DC, 20009
202/293-2437

NAN provides information and referrals to AIDS educators and service professionals.

National Association of People With AIDS
2025 I Street, NW
Washington, DC 20006
202/429-2856

NAPWA represents the concerns of people with AIDS on matters of public policy.

People With AIDS Coalition
263A West 19th Street
New York, NY 10011
212/627-1810

PWAC provides information, referrals and services to people with AIDS and HIV.

AIDS Hotline, US Public Health Service, 800/342-AIDS; 24 hours, daily.

800/553-AIDS

800/222-SIDA (Spanish)

800/222-2438 (Multilingual)

Chapter 10:

LGBT Faculty/Staff Organizing

Adapted By Curtis F. Shepard, Ph.D

Introduction

Gay, lesbian, bisexual and transgender employee associations can be very effective in getting corporations, labor organizations, governmental agencies, higher education institutions and non-profit organizations to address sexual orientation issues in the workplace. Employee associations also can provide employees with a forum for support, networking and organizing around lgbt issues. Perhaps most importantly, the work of employee associations contributes substantially to our movement for equal rights. In times when the political climate is less than favorable to lgbts, the workplace is one arena in which gains are still possible.

College and university staff and faculty are an important part of the ongoing explosion in lgbt workplace organizing. No specific recipe can be given on how to organize since every workplace has its own culture. The following section is designed as a general framework for consideration.

Issues to Consider When Getting Started

Identifying Employees.
The first issue to tackle is identifying lgbt faculty and staff who might want to join together in an association. This is difficult because, of course, no records are kept of an employee's sexual orientation, a situation that is further complicated by the fact that many employees cannot be open about their sexuality and will have some fear about the confidentiality of the association. Many faculty/staff organizations have been launched with a social event such as a picnic or a luncheon, possibly off-site, as some will feel more comfortable away from the campus. Initially, you may want to rely primarily on a word-of-mouth network in notifying people about the event. Other methods of advertising include: the personals or calendar section of local gay newspapers; campus diversity newsletters, bulletin boards, the Internet and e-mail. Identify key non-gay employees who are supportive and can strategically assist you in your outreach efforts.

This chapter was adapted from NGLTF's *Organizing a Gay and Lesbian Employee Association.*

Confidentiality.
Make every effort to assure that members' confidentiality will be honored. If you mail information, use initials on the return address, e.g. LG BFSA, instead of the Lesbian, Gay and Bisexual Faculty/Staff Association. While we might want everyone to be out and proud in the workplace, not everyone is able to do so, for myriad reasons. We need to create safety for people by honoring their right to privacy. One of your main objectives is to help create a positive environment in which people feel supported in their coming out process.

The work of employee associations contributes substantially to our movement for equal rights. In times when the political climate is less than favorable to lgbts, the workplace is one arena in which gains are still possible.

At first, some lgbt faculty and staff may not yet be ready to disclose their sexuality to students. In addition, faculty and staff might have different needs and agendas for their organizing than students might have for theirs. It therefore may be necessary to exclude students from your meetings, at least during the start-up period. At some point, however, it will possible to form productive social and issue-based partnerships with lgbt student groups.

Official Recognition.
Most campuses have a process for formally recognizing student, faculty and staff groups. This official recognition often brings with it the right to use the institutional logo, reserve campus facilities and apply for funds. Contact the appropriate office (usually in Student Affairs), inform them that you are starting a faculty/staff association, and ask to start the process for becoming an official campus group. You will generally be asked to present a constitution or mission statement and name some officers. On some campuses, groups considered "political" are restricted from official campus recognition. You'll need to explore your campus policies in this regard and proceed accordingly.

Determine Your Purpose.
Decide what kind of association you want to be. Do you see yourselves primarily a social organization or an advocacy group to work within the institution to obtain equal benefits and raise awareness, or both? Many of the successful faculty/staff associations have made these decisions up front so that they know what objectives to try to attain.

Establish A Structure.
What kind of organizational structure do you want the association to have? It's often useful to establish a steering committee charged with making such decisions. Some groups have successfully used the consensus approach. Others have adopted a more formal approach, electing a chair, vice chair, secretary, and treasurer, clearly delineating those responsible for speaking for the group and making decisions on its behalf. Whatever decision-making structure you choose, be sure to include women, people of color, and people representing other minority groups in the process. Some groups have found success in delaying structural decisions until a sufficient number of diverse stakeholders have had an opportunity to offer input.

Membership Dues.
Charging dues is a way to build funds for your association. If you decide to charge dues, make sure you communicate to your membership what their money is being used for, be it meeting space, mailings, social activities, or other operating costs.

Diversity in Your Group.
One of the most critical things you must do is ensure that your steering committee and outreach efforts reflect inclusiveness and respect for diversity. Include people of color, women, and retired faculty and staff. Diverse associations made up of people from a wide array of ethnicities, races, administrative levels and faculty ranks can be extremely effective in achieving broad consensus among members and are more effective in building coalitions across campus.

> *In addition to the social and support networking opportunities faculty/staff associations offer to lgbts, they can be effective vehicles for changing the institutional climate and improving the quality of work life on the campus.*

One of the primary tensions in faculty/staff groups is the perceived division between faculty and professional staff and clerical, technical and maintenance staff. It is important to create an environment that is comfortable to all classifications of employees and attendant to their various needs. The group might need to undertake specific discussions about issues of class in the academy in order to accomplish this.

Off-Site Meetings.
Consider holding a retreat for interested parties off campus. A retreat gives you lots of time to discuss and reflect on the purpose, objectives, structure and activities for the future.

Once Formed, Now What?

In addition to the social and support networking opportunities faculty/staff associations offer to lgbts, they can be effective vehicles for changing the institutional climate and improving the quality of work life on the campus. The following is a list of suggested changes you may want to work toward on your campus:

▼ **EEO Changes.** Make sure the institution has sexual orientation included in its equal employment opportunity statement. Since the federal government does not provide remedies for discrimination and only nine states have taken proactive action on their own, lgbt employees must look to individual employers for this protection. This policy is the minimum commitment a college or university can make to its lgbt employees.

▼ **Benefits.** (See Chapter 15, "Domestic Partner Organizing) There are many things other than health care that cost the institution little or nothing and in which domestic partners could be included. These so-called "soft" benefits may include: adoption leave, family leave, bereavement leave, child care benefits, relocation benefits, recreation center memberships, library cards, employer paid travel, employee assistance programs, and product and service discounts. You will have to do some research to figure out what your campus's policy is and whether domes tic partners are included. You may want to consider attempting to make these "soft" benefits more inclusive first and approach the administration for "hard" benefits, such as partner health care, later.

- **Diversity Programs.** Get involved in diversity training programs. Ask the human resources department or those responsible for diversity education whether sexual orientation is included in diversity programs. Ask to be involved in the review process for program content. Ask to be included when the programs include panels of women, people of color and people with disabilities. These are great forums for raising awareness.

- **Other Employee Groups on Your Campus.** Get involved with other employee associations within the institution and look for opportunities to coalesce. You have much in common and will need to work together on issues, such as diversity programs. Go to their educational programs, fund-raisers, and social events. Ask how you can help them meet their goals. Remember, we are not just gay, lesbian, bisexual or transgender; we are people of color, people with disabilities, older employees, blue collar workers, etc. Get all of these people involved. We are not just trying to improve the quality of work life on our campus favorable to lgbt employees. Rather, our end goal should be to make the institution more fair and accessible to all people.

- **Pride Month Celebrations.** Many colleges and universities hold special events around certain important dates, such as Black History Month, Chinese New Year, or Martin Luther King Day. Consider working with student organizations on an lgbt pride celebration, perhaps in conjunction with community pride events typically scheduled during the month of June. Other lgbt awareness programs may be held in observance of World AIDS Day, Valentine's Day or National Coming Out Day (October 11). Contact the National Coming Out Project, (see Human Rights Campaign in Section III), for programming ideas.

- **Scholarship Programs.** Consider establishing a lgbt scholarship program. Many faculty/staff associations (often in conjunction with lgbt alumni groups) have created successful programs that offer financial assistance to students who have been cut off financially by their families upon revealing their homosexuality.

- **Other Philanthropy.** Get the campus involved in AIDS Walks or Danceathons. The faculty/staff association can enhance the institution's image in the community through participation (and displaying the campus logo) at such events.

- **Support Your Friends.** Acknowledge non-LGBT allies as much as possible. Give an award each year to a straight administrator or faculty member who has helped your cause. Invite your allies to your dinners, events, or picnics.

- **Stay Visible.** Above all, be as visible as possible. You will do lots of consciousness raising and act as role models for those on campus who are still not able to be open about their sexuality. ***This is especially important with regard to lgbt and questioning students, who benefit tremendously from exposure to openly-***

LGBT faculty/staff mentors and role models.

- **Faculty/Staff Groups on Other Campuses.** In areas where there are other campuses in close proximity to your own, you may find it productive to network with their faculty/staff associations. Sharing stories and strategies may enable you to avoid reinventing the wheel.

Resources

Baker, Daniel, et. al., in association with the National Gay and Lesbian Task Force (NGLTF) Policy Institute, *Cracking the Corporate Closet: The 200 Best (and Worst) Companies to Work for, Buy From And Invest In If You're Gay or Lesbian — And Even If You Aren't*, 1995.

Mancuso, Anthony, *The Calif. Non-Profit Corp Handbook*, Berkeley, Nolo Press, 1986.

McNaught, Brian, *Gay Issues in the Workplace*, New York, St. Martin's Press, 1993.

NGLTF Policy Institute, *Domestic Partner Organizing Manual*, Washington, DC 1992.

Out at Work (Or Not), "A Guide for Starting an Employee Group", Chicago, 1993

Photo © 1995 Rose Masterpol

Chapter 11:

LGBT Alumni/ae Organizing

By David White

How to Start a LGBT Alumni/ae Association

What is a GALA?
GALA is an acronym that stands for gay and lesbian alumni/ae and is used by many, but not all lgbt alumni/ae associations. Most of these organization started in the mid 1980's as an extension of the lgbt civil rights movement. Their purposes vary from social to highly political, and their structures range from formal national organizations with regional chapters to small informal groups.

Some of the purposes of a GALA include:

- Facilitating social and professional contacts;
- Improving relations with the institution and its alumni/ae association;
- Improving campus and off-campus life for lgbt students, faculty, and staff;
- Increasing the visibility of lgbt persons and concerns at alumni/ae events; and
- Providing mentorship opportunities for lgbt students.

GALAs can help bring people back to alumni/ae involvement and can also be the link out of academe for lgbt students. This link to the post-collegiate world is vital to providing continuity for students in negotiating their sexual orientation in the world beyond the campus.

Starting a GALA
Surprisingly, it is rather easy to start a GALA and many were founded by only one or two individuals. Initially, it is important to make contact with other lgbt graduates of your college/university. Some suggestions for doing so include:

WRITE a letter for publication to the editor of the college/university alumni/ae magazine suggesting the possibility of forming a GALA. The letter should: (a) clearly state the reasons for forming a GALA (support of students, increased alumni/ae involvement with school); (b) note that lgbt people have always been part of the student body and that other academic institutions have recognized such associations; and (c) provide the name and address of a contact person. Don't be surprised if after the letter's publication, the following issue of the magazine contains a homophobic response.

This chapter was contributed by David White of *The Network of Gay and Lesbian Alumni(ae) Associations, Inc.* (NetGALA), P.O. Box 533188, Washington, DC 20009; email NetGALAcnf@aol.com or NetGALA@aol.com.

212

More often than not, such responses — by revealing prejudice and discrimination — foster greater interest in starting a GALA. Some alumni/ae magazine "letter wars" have lasted for months. Be sure to reply to every homophobic response.

VISIT the campus and talk to the student groups (e.g. lgbt student groups, women's resource centers, human rights groups), counselors, faculty, and staff to locate potential support for the organization of the GALA.

Photo © 1995 Alex Zaphiris

MEET with representatives of the college/university alumni office to discuss your plans and to solicit support. A written agenda or outline is useful to keep any discussion focused and on track.

ADVERTISE the formation of the GALA in the lgbt community paper that publishes in an area where there are large numbers of graduates from your school. If the college/university publishes a directory of alumni/ae use it to determine large concentrations for maximum publicity. You may also want to post announcements on the Internet (see the section on Electronic Organizing in Chapter 4, "Basic Skills").

ANNOUNCE the formation of the GALA in national community papers by sending out press releases.

CONTACT the campus lgbt student group (if one exists) and obtain a list of members who have graduated or, if confidentiality prohibits the release of former members' names and addresses, have the student group mail out announcements.

NOTIFY NetGALA (see shaded box on previous page) that the GALA is being formed. NetGALA may be able to direct you to a GALA that has already been organized for a comparable college/university that can help you in your organizing. NetGALA also operates a referral service which places graduates in touch with their GALAs and may have the names and addresses of potential members in its files.

Organizing a GALA

After a few alumni/ae (usually around five) have expressed interest in establishing a GALA, a meeting should be called to discuss the group's aims and objectives and to draw up a statement of purpose. The statement of purpose should be worded broadly enough to allow for flexibility in the future.

Topics to be discussed at the first meeting should also include:

- **Membership:** Who will be able to join — faculty, staff, students, friends of the school — or will membership be restricted to alumni/ae? Will confidentiality be maintained for those members who do not wish their names be made public?

- **Structure:** Will the group operate with officers; will there be formal bylaws? Are there sufficient members to establish local chapters or will one nationwide umbrella group suffice?

- **Finances:** Will members be assessed for dues or will funds be solicited as needed?

- **Programs and Activities:** What types of programs and events will the GALA sponsor? Will they be held on or off campus? Will the group publish a newsletter and, if so, how frequently?

Immediate decisions need not be made concerning each of the above topics. Some, such as organizational structure and dues may be deferred until the group evolves. A coordinator for the GALA, however, should be designated at the first meeting. Many, though not all, GALAs appoint co-coordinators to assure gender parity in the GALA's administration and program.

Maintaining the GALA

After establishing the organization, the coordinator(s) should investigate possible activities, programs, and events the GALA may wish to sponsor. These activities can be held on or off campus and can be formal or informal events. Suggestions include: providing the student group with financial support; AIDS education programs (screening of films and videos, distribution of safer sex materials, etc.); anti-violence projects; amending the college/university non-discrimination policy statement to include the term "sexual orientation;" hosting networking brunches, dinners and parties for members; participation in Pride Day marches/festivals; sponsoring lectures on themes and issues of interest and concern to gay men and lesbians; placing educational advertisements in the campus newspaper and/or alumni/ae magazine. Additional project ideas are listed at the end of this chapter.

There has also been success in establishing scholarship funds for students who have been disowned by their parents after coming-out while still attending school.

Initially, the founding members of the GALA may have to make a financial commitment to cover the costs of mailings to members and for programs. Activities need NOT be expensive. Programs should be well publicized through the college/university press and local and national lgbt community media to help attract new members and new financial resources. Press releases, flyers and posters on campus (especially at Homecoming weekends and other alumni/ae events) are useful means of broadening the GALA base of support and increasing the credibility of your group both with the administration and among alumni/ae who have not yet joined.

What is NetGALA?

The Network of Gay and Lesbian Alumni Associations (NetGALA) is an organization of lgbt alumni/ae associations. It provides national leadership and support to lgbt alumni/ae associations and serves as a clearinghouse for information and idea exchange.

NetGALA was founded as the Northeastern Gay and Lesbian Alumni/ae Association in 1985. In 1987 it expanded to a national scope and changed the name accordingly.

NetGALA's purposes are:

- ▼ To provide leadership and support to lgbt college and university alumni/ae associations;
- ▼ To provide an opportunity for professional and social networking;
- ▼ To provide further opportunity to advance the cause of lgbt civil rights;
- ▼ To foster interest in and promote educational, civic and charitable activities for the benefit of the lgbt community;
- ▼ To promote and maintain an atmosphere of greater understanding, tolerance and cooperation by colleges and universities toward their lgbt graduates, students, faculty, and staff;
- ▼ To develop and maintain an information bank for lgbt alumni/ae and student groups.

NetGALA publishes a quarterly newsletter to disseminate information about lgbt alumni/ae groups, issues and activities. It also sponsors conferences which address current issues of concern to lgbt alumni/ae.

NetGALA membership is open to all lgbt alumni/ae associations of five or more members which provide for the acceptance of their members without regard to race, creed, color, national original, religion, sex, sexual orientation, physical disability, age or lifestyle. Individuals wishing to subscribe to NetGALA's quarterly newsletter which features articles of interest to GALAs as well as reports on GALA activities nationwide, may do so by sending a check in the amount of $15 to NetGALA for a one-year subscription.

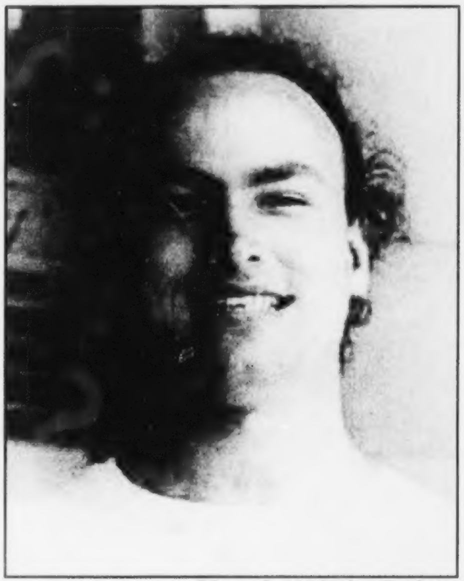


Photo © 1995 Alex Zaphiris

The following is a list of suggested projects that may be undertaken by your alumni association:

- ▼ Advocate for the inclusion of "sexual orientation" in your alma mater's nondiscrimination policy. (See Chapter 7, "Organizing for a Campus Nondiscrimination Policy.) Once accomplished, see that the term appears in all places where the nondiscrimination policy is published, i.e. student and faculty handbooks, school catalog, etc.
- ▼ If the mainstream alumni/ae association is a separate corporation, advocate for the inclusion of "sexual orientation" in that institution's nondiscrimination policy. Once accomplished, see that the term appears in all places where the nondiscrimination policy is published, i.e. student and faculty handbooks, school catalog, etc.
- ▼ See that sexual orientation nondiscrimination is in fact promoted and carried out by school authorities.

- Advocate for the elimination from recruiting on campus by groups who discriminate against lgbt people.
- Take a position on ROTC, publicize it, and send letters to the U.S. Secretary of Defense.
- Advocate for a campus housing policy for lesbian and gay couples. Are "non-traditional" couples barred from school housing? Help create a climate for change.
- Lobby your school for a permanent staff position for a director of a program for lgbt concerns much like those that have been established on numerous campuses for other groups that are targets of discrimination and oppression.
- Advocate for a study of homophobia and anti-LGBT violence on campus such as has been done at Rutgers University, the University of Massachusetts, the University of Minnesota, and elsewhere.
- Advocate for professionally conducted lgbt sensitivity training for all those who provide services to students or come into contact with students, e.g., faculty, administration officials, campus police, health service personnel, resident assistants, or housing counselors.
- Advocate for lgbt sensitivity training for straight students. Such a program should provide professional training and guidance, should be carefully monitored, and should be guided by some form of quality control in terms of both content and process.
- Sponsor an educational display-advertising campaign in the student newspaper.
- Sponsor a lgbt film series. See Chapter 6, "Educating Your Campus," for tips on conducting a campus film series.
- Sponsor a lgbt speakers program and bring noted guest speakers to campus, even as few as three or four during the academic year. You could even integrate this with a film series. You could co-sponsor it with the lgbt student organization or other sympathetic/appropriate campus groups.
- Provide financial grants to student lgbt organizations, such as a grant at the beginning of the year to enable the students to get their organization moving, or perhaps a grant to enable the lgbt students to place a full-page display advertisement in the student newspaper to publicize their lgbt awareness week activities.
- Participate in lgbt awareness week by offering career forums for students to discuss life in the workplace (corporate, unionized, volunteer) — being lgbt in the "real world."
- Start a big brother/sister or mentorship network or program for those students who would like to have alumni/ae contacts.
- Organize special homecoming activities for returning lgbt alumni/ae during homecoming weekend, including an "official" hotel with a discounted room block, weekend hospitality suite, cocktail reception, Sunday brunch, alternative events to the Saturday afternoon football game such as a tour of a local winery, museum or some other group social event. Receptions are good times for finding out what alumni/ae are most interested in doing project-wise. Also encourage your members to attend the "mainstream" events as well and be OUT if they are comfortable doing so.

- Organize social events throughout the year in different locations around the country where alumni/ae are concentrated. Advertise in local papers to gather new members.

- Set up a lgbt literature endowment fund through the college/university library. There usually is a minimum amount to set up an endowment, even as high as $10,000, but don't be discouraged by this. Raising money for such a fund can be a long-range project that everyone can enthusiastically relate to and help out with. Make sure the books purchased through the fund have a specially designed bookplate that gives your organization credit. Make sure the fund includes videos, magazines, compact disks, CD-ROM, etc. Until the fund is set up, make suggestions to the library about books and other materials they should purchase. Have a book-drive party and ask attendees to bring a recent book to donate.

- Develop a distribution list of everyone in the administration and faculty that may potentially interact with lgbt students and issues. Make them aware of the resources they can use to help them do their job. For example, send them copies of brochures including information on costs and how to order them. Prepare a special bibliography for them that has the endorsement of your organization. Make sure they are aware of all the resources at their disposal.

- Prepare a special informational kit on homosexuality to send to the churches near your college or university which serve the student population. Do the same for the campus religious groups. Offer to speak to them also. NetGALA can suggest appropriate brochures for such a project.

- Establish a good relationship with your institution's financial aid director. Sometimes when a student comes out to his or her parents they can be cut off from any further financial assistance from their family. Work with the financial aid director to establish a policy for dealing with these students quickly and fairly. Advocate for a special fund to cover students in this situation.

- Advocate for AIDS education on your campus.

- Conduct a safer sex education program. Distribute condoms (e.g., in the school colors), finger cots, and latex dams with instructions on how to use them effectively and properly. NetGALA has information on resources for these materials.

- Support your student health service by sending them information on AIDS education, films, videos, etc. that you think would be appropriate for your institution. Make sure your college or university's health department is getting these materials. Make sure they are going to the health educator. If the institution doesn't have a health education coordinator, lobby for one.

- Participate with other GALA's in mutually beneficial projects in your geographic area.

- Inform yourself, read, and attend conferences such as the annual conference of The Campaign to End Homophobia, the NGLTF sponsored Creating Change™ Conference, the South East Conference for Lesbians and Gay Men, the Desert States Conference, the Horizons Conference (Chicago), etc. Pick what you think might be best for you. You'll come up with lots of ideas and resources at these gatherings.

- Join NetGALA and support its activities and programs.

- Hook up with the statewide lgbt advocacy group in the state where your college or university is located. Work with them to institute changes in state laws and policies that affect your college or university, i.e. sodomy laws, AIDS legislation, etc.

- Do you have a local cablevision company? Sometimes you can get courses for nothing or next to nothing and use their equipment for free to do programming. Do public service announcements or spots to air on your college/university television station. You can also do programming about your college/university. Be creative and imaginative.

- Participate in lgbt Pride Day activities and pass out leaflets to increase your membership.
- Create a professional network nationwide that other alumni/ae can use when searching for jobs in new areas. This is also a help to new graduates.
- Form coalitions with other organizations that share your goals. Together you have more clout.
- Go after grants to help you with your projects. You will probably need to establish a separate non-profit organization with 501(c) (3) designation from the U.S. Internal Revenue Service. This might be wise anyway so that contributors can take a tax deduction for their donations. However, you must be careful to keep the monies separate and spent in line with the purposes of the organization. Check with a Foundation Center library for grant sources (202) 331-1400.
- Get to know your school's student organization leaders. Put them on your mailing list and keep in touch with them.
- Form liaison contacts on campus among faculty and staff so that your GALA has good communications with every element of the college or university.
- Advocate for stronger security on campus. Insist on police training for all security staff members, improved lighting, escort services after dark, reporting of crime statistics to all parents and students on a yearly basis.
- Form liaison contacts among your alumni/ae association or office so that your GALA has good communications with alumni.

Photo © 1995 Alex Zaphiris

- Work with the alumni/ae association to plan activities to attract lgbt alumni/ae. Discourage charges per couple and advocate charges per person.

- Urge the editor of the alumni magazine/newspaper to permit publication of same-gender unions and offer lgbt news in the class notes. Document omissions and alterations to support your case.

- Subscribe to the student newspaper and other local lgbt papers to discover news stories as they break. Use your student and faculty contacts to get more information and keep yourself up-to-date on current events.

Chapter 12:

Establishing a LGBT Resource Center

By Charles Outcalt

Introduction

So your school has agreed to set up a lgbt resource center. What are you going to do with it? Winning the battle for space and funding is only the first stage in developing such a center (See Appendix A, pp 230-236 for a sample proposal). Careful planning on the most effective deployment of your resources — financial, spatial and human — is the next step.

What Are Your School's Needs?

Make sure you start with this question as you think about your long-range planning. Each campus has unique priorities, needs and resources, and what works at one school might not be appropriate for another. This chapter is not a blueprint for developing a center, but you can use it as a guide to help you identify, anticipate and fill your school's needs.

If your school is in a small town, isolated from urban centers with their bars, bookstores and coffeehouses, it may be especially import to build opportunities for socializing into your center. If your school has a large, well-established lgbt community (or communities), you might use your office as a referral and networking hub. If your school hasn't yet adopted a policy of non-discrimination against lgbt people, you could use your center as a strong voice of advocacy on lgbt issues. Of course, these emphases aren't mutually exclusive, but you need to pay careful attention to what you can do with your resources, as well as what you want to do. Listen to your communities before, during and after you act; make sure that what you do is driven by their desires and needs as much as by your own plans. Eventually, you'll find yourself striving for a balance between meeting existing needs and leading your community into the next phase of the struggle for greater lgbt community.

Embracing Diversity Within the LGBT Communities

A few (extremely important) words on diversity at your center: It will not live up to its full potential if it does not embrace the diversity that exists within the lgbt communities. It goes without saying that lesbian priorities and needs differ from those of gay men, and that members of ethnic and racial minorities are chronically under-represented in the most popular lgbt publications. If you

---

Charles Outcalt is the director of the LGBT Resources Office at the University of California, Los Angeles (UCLA). This chapter deals with the start-up of a campus resource center. Appendix A, pp. 230-236 contains the proposal leading to the establishment of UCLA's office. The list of books in Appendix B, pp. 237-238 was compiled by UCLA student José Zepeda.

have any doubt on this point, flip through the nearest lgbt publication and count the number of people of color you find represented.

Never assume that any one film, lecture or magazine subscription will be equally valuable to all users of your Center. Plan activities around the goals and needs of diverse lgbt communities. A lesbian film festival, a lecture on the experience of lgbt Asian/Pacific Islanders, a workshop on African-American lgbt religious experience — all of these activities will help turn your Center into a beacon of diversity for your entire school.

Working with Other LGBT Groups on Campus

If your school has a number of lgbt groups, you'll need to be extremely sensitive about the contributions already being made by individuals in these groups. While you might be able to facilitate the work of these groups, be aware of the value and history of those individuals who were already serving the community before the arrival of the new office. Make meeting with these individuals a first priority. Learn from them. Respect them. Whatever you do, don't alienate them.

Building Coalitions with Other Under-represented Groups

Be sure to pay attention to the relationship between your center and your school's other under-represented groups. Whenever possible, be the first to extend a hand to these groups. Make sure that someone representing the center attends at least one meeting of every minority group on campus (call first to make sure your visit is included in the group's agenda for the meeting). Take the time to learn what other minority groups have set as their goals, then take the time to find ways to work with them on those goals. You will find the coalitions you build by working with other minority groups very helpful in establishing your center.

Another advantage of building bridges between minority groups is more subtle but just as important: If you can forge a link between your center and other under-represented groups, you'll lessen the complications and difficulties faced by students who fall into more than one minority group. To put it another way: a lesbian Chicana shouldn't have to choose between putting her energies into working with the Chicana Caucus, the Feminist Discussion Group, or the LGBT Center. If you can use your Center to network these groups together, that student won't have to channel her energies into a woman's group one day, a Chicana group the next, and your center on the third.

Setting Boundaries

If you have a paid staff, you'll need to answer some difficult questions on the extent to which the staff will socialize with students. You won't find the proper balance between friendliness and the maintenance of professional boundaries without some deliberation. On the one hand, the staff will probably hope to serve as a social and professional mentor

If your school has a number of lgbt groups, you'll need to be extremely sensitive about the contributions already being made by individuals in these groups.

to students. On the other, students, particularly those who are in the midst of coming out, cannot be expected to know what is and is not appropriate.

It is the staff's responsibility to maintain appropriate boundaries. At a minimum, the staff should realize that all romantic/sexual interaction with students is strictly out of the question. Any social interactions that carry romantic and/or sexual connotations should be ruled out as well. Lunches on campus to continue conversations that begin in the Center might be acceptable; dinner off campus (in most cases) is not. A good model to follow is that of service-provider/client, rather than peer/peer or friend/friend. Be especially cautious regarding social situations where alcohol is served. When it comes to setting boundaries, it is far better to make the mistake of over-cautiousness.

Furnishing Your Center

If you've decided to create a social, "drop-in" space within your center, you'll probably want to equip it with comfortable furniture and, at a minimum, some lgbt publications. Not enough room in your budget for these things? That might not be a problem. Pick up the phone, write some letters, and ask for donations of furnishings, magazines, even videos. You'll be surprised at how receptive local and national lgbt magazines and newspapers are if you propose that they donate at least one subscription to your center. It won't hurt to remind the publishers that your center will be full of students, all reading what's lying around, and all trying to decide which magazines to subscribe to.

Think about displaying lgbt student art in your center. Not only will you showcase work that might not be displayed elsewhere, but you'll be creating a more welcoming atmosphere. Another idea for your walls: portraits of historical and contemporary lgbt figures. Audre Lorde, Harvey Milk, Bayard Rustin. . . . Be aware that sexually explicit images might signify lgbt liberation for some, but can be off-putting for other members of your community.

If you have created an area for socializing, you'll need to demarcate a portion of your center for "work." If you have staff, marking this boundary becomes even more important. Just as with social interactions, staff, rather than students, bear the responsibility for creating this boundary. A simple freestanding partition might be enough to subtly but effectively separate staff work space from student lounging space.

Reading and Research Materials

If your center will act as a repository for lgbt reading and research materials on campus, you might approach any local bookstores with good lgbt stocks to ask them for donations. When dealing with local merchants, you should remind them that students are very good consumers, adding an offer to post a small sign within the center acknowledging the merchant's generosity if they donate to your center. If you have the budget to buy all the books you need, try to secure donations anyway, and put the money toward something you will need to pay for, such as renting a first-release lgbt film to show on campus.

Before you select your books, take an afternoon to find out what's available already at your school's library. Be sure you check to make sure that what's listed in the library catalog is actually on the shelf: chances are many lgbt publications have been stolen, either by people coming out and too shy to actually check them out, or by those who feel that lgbt publications should not be tolerated in academic libraries. You'll probably want to focus on "hands-on" lgbt materials: coming out books, lgbt legal guides, etc. As useful as these books are, they are often the hardest to find in academic libraries.

Don't neglect diversity in your reading materials. While many lgbt bookstores might concentrate primarily on the white gay male experience, your Center shouldn't. Publications in languages other than English are highly appropriate. While you might be able to assume that students on your campus are comfortable speaking in English, many students' families, particularly their parents, might be more familiar with another language.

Appendix B, pp 237-238 contains a suggested list of lgbt publications to have on hand, including a few in Spanish. You could buy everything on this list for about $500.00, or you could use volunteer labor to ask for donations from local bookstores. After you've finalized your list, you might present a copy of it to your library's acquisitions department, suggesting that they use it build their lgbt collection. Two campus copies of any of these books is certainly not too many!

> *Don't neglect diversity in your reading materials. While many lgbt bookstores might concentrate primarily on the white gay male experience, your Center shouldn't.*

Another excellent source for lgbt reading materials is your own school's student body. Chances are, students at your school are doing some sort of LGBT/Queer Theory work. Get in touch with lgbt students in the English, history, theology, psychology, literary theory departments and find out what they and their colleagues are working on. Don't neglect other departments you might not think of as likely homes to LGBT/Queer Theory work, such as architecture, public health, and the life sciences. Much excellent student work is lost each year simply because no one collects and protects it. Dedicate a drawer in a filing cabinet, line up a volunteer, put out the word, and you'll have an archive of lgbt/Queer Theory work that will only appreciate in value over time.

Paying Attention to the Administration

Be sure you listen to your school's administration on their priorities for the center. You might have a better awareness than the administration does of the true needs of the lgbt communities on your campus. Even so, it only makes sense to ensure continued funding for the center by taking the administration's goals into your planning process. A center that goes its own way and antagonizes the administration might have an exciting year or two, but chances are it won't be around to serve the lgbt communities much longer than that. In the example that follows, continued funding for the center was contingent on demonstrating a lack of adequate services for the lgbt communities. Accordingly, the center's director made compiling a comprehensive list of existing services, with inadequacies clearly noted, a top priority. Another school might tie center funding to the creation of a social "safe space" for all lesbians, gay men and bisexuals on campus. In this case, you'd want to do all you could to make the center known, accessible and useful to all members of your lgbt communities.

Photo © 1995 Karen Creitz

Developing and Running an LGBT Resources Office: A Comprehensive Checklist

In the spring of 1995, UCLA opened its LGBT Student Resources Office. At that time, UCLA already had several faculty/staff lgbt organizations, as well as at least a dozen student groups. That was the good news; the bad was that these groups didn't always talk to one another. In many cases, especially among the students, people in lgbt groups didn't even realize that similar groups existed. Inevitably, knowledge of services for lgbt students was fragmented across the many communities that form UCLA.

The Resources Office was created as a hub for lgbt life on campus. Rather than providing services directly to students, the Resources Office became an information clearing house for referrals to the services and programs already available on campus and in the diverse (but often fragmented) communities of the city of Los Angeles.

Within weeks of hiring its first director, UCLA's Resources Office had at least 25 student visitors and twice as many phone calls per week. The Resources Office became so popular with students that a staff of eight interns and several regular volunteers developed spontaneously within the first month the doors were open.

Below is a checklist of the duties the staff and volunteers in UCLA's Resources Office took on in their first few months. This checklist is organized into those tasks the Resources Office staff felt were top priorities.

Remember, you may not want or need to do everything listed here. Following each task outlined below is a short analysis of ways you might adapt UCLA's experience to better serve your needs. We hope that the following pages can be a springboard for planning the development of your office.

Assess Currently Available Resources for the Campus LGBT-Community and Identify Gaps in these Resources

Goal:
To develop information regarding the current status of resources for and sensitivity to the needs of the Campus lgbt community.

▼ Meet with student service providers, including:

Career Planning

Photo © 1995 Alex Zaphiris

Student Affairs Director or Chancellor for Student Affairs

Dean of Students

Student Programming Center

Office of Residential Life

Student Psychological Services

Minority Student Centers

Women's Resource Center

Office for Students with Disabilities

Student Health Service

HIV educational services; and

▼ Develop annotated lgbt resource list from data gathered at these meetings, with emphasis on services now available, but with adequate attention to those areas in which service/sensitivity could be improved.

Discussion:
Be extremely sensitive when approaching student service providers. While it might be obvious to you that lgbt services on campus could be enhanced, you'll get longer-lasting improvements faster if you take a diplomatic approach. In particular, don't imply to service providers that you know their job better than they do. Remind service providers that you are attempting to bring them a new perspective on a community in which they might not have an insider's knowledge.

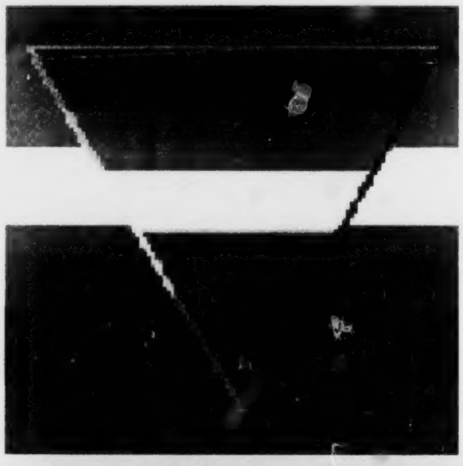
At the same time, be wary of the "we serve all students equally well" trap. Don't hesitate to enumerate the unique needs of lgbt students. For example, "serving all students equally" might mean, to a health services worker, that all women should be asked about birth control methods. Obviously, lesbians need different questions during their gynecological exams. Make sure you communicate these particular needs to service providers.

Assess the Experience and Needs of Campus LGBT Students

Goal:
To develop information on the experience, needs and hopes of lgbt students to better provide resources to meet lgbt student needs; and to build mechanisms for lgbt students to make their unique contributions to the school and the wider community.

- Insert relevant questions on Campus lgbt experience and needs into campus-wide survey;

- Analyze and develop means of acting on data gathered from campus-wide survey; and



- Collect anecdotal reports from student outreach efforts.

Discussion:
Not all schools undertake campus-wide surveys with regularity. Even those which do perform regular surveys might not be willing to insert questions on lgbt student experience. If you don't have access to a campus-wide survey, you might turn to the graduate departments of education, statistics or sociology to discuss commissioning a survey on campus lgbt life. Perhaps you could arrange for academic or internship credit for the students who work with you on this survey. Even if a campus-wide survey is not available to you, you can still collect individual, anecdotal reports of campus life. Go to student lgbt groups; encourage students to meet with your Center's staff. Be as aggressive as possible in assessing the quality of lgbt life on your campus.

Outreach to/Working with Campus LGBT Students

Goal:
To form mutually beneficial links between the Resources Office and lgbt students, and between diverse elements of the lgbt community, both students and non-students. Ultimate goals: to contribute to the integration of the lgbt student community with the wider campus community, to the benefit of each; to promote diversity within the lgbt student community; and to foster internal cohesion within the lgbt student community.

- Attend lgbt student meetings;

- Be available, through posted hours and by appointment, to students for one-on-one meetings;

- Host a "Town Hall," possibly with a student group as co-host, to solicit campus, particularly student, input on the Resources Office's activities, potential, and place within the university; and
- Develop strategies for publicizing Resources Office, including:
  - Electronic resources: lgbt e-mail server and World Wide Web (WWW) pages
  - Campus newspaper and radio
  - Paid advertising

Discussion:
Obviously, your outreach efforts must be customized to your campus. Still, a few principles should always hold true: Face-to-face meetings, although extremely time consuming, are invaluable in establishing a Resource Office's presence on campus. Be available every day at regular times. Publicize these times in as many ways as you can, then make sure your Center maintains them. Nothing will discourage students faster than coming to an closed Center they had been told would be open. For greatest accessibility, stagger these office hours (e.g., early morning, lunch-time, early evening). One or two campus-wide "Town Hall" meetings can be very useful in gathering input, raising the profile of the Resources Office, and fostering a sense of community.

As valuable as office hours and Town Hall meetings are, you shouldn't expect students to come to you. Get out to their groups and introduce the Office to them. In the early stages of a Resources Office, it's important to use your feet to get out to the lgbt communities on your campus.

Many campuses have discovered that an e-mail list server is a tremendous resource for connecting lgbt students, faculty and staff. There's no better way to reach as many people, both out and relatively closeted, with as little effort. Be aware, though, that many students do not have e-mail. Consistency is important in maintaining the credibility and usefulness of an e-mail news service: just as with office hours, it can be harmful to offer only sporadic service. If you can't commit to maintaining an e-mail news service, consider holding off until you have the hardware and person power to keep it running regularly.

> ***Be available every day at regular times. Publicize these times in as many ways as you can, then make sure your Center maintains them. Nothing will discourage students faster than coming to an closed Center they had been told would be open.***

Utilize Office Space as a Drop-In and Walk-By Informational Resource

Goal:
To create an approachable, consistently staffed office space with informational resources for the campus lgbt community.

- Develop informational resources of interest to the Campus lgbt community through active data gathering efforts, such as the retrieval, and in some cases, creation of, flyers, brochures, etc., on lgbt resources available both on campus and in the wider community. Include information on:

- Health resources, with particular emphasis on lesbian health issues and HIV services, especially information from Student Health Services and the wider community: city- or region-wide service providers;
- Psychological services, from Student Psychological Services and the wider community (many students might feel trepidation at coming out or dealing with lgbt issues on campus);
- Anti-Violence/Victim Recovery Services;
- Academic resources;
- Career planning services; and
- Social/networking opportunities.
- Hold regular office hours and be available through appointments to guide access to these informational resources;
- Provide "passive" informational resources, available at all hours and to students at all levels of comfort with self-identification as gay, lesbian bisexual, through the use of bulletin boards and flyers outside the office; and
- Develop electronic means of disseminating these information resources, possibly through the creation of a series of WWW pages.

Discussion:

Be creative and aggressive in collecting and distributing information. Make sure you meet with all relevant campus service providers at least once. Your referrals will be much more effective if they're based on personal knowledge. Once again, use your feet.

Don't assume that only those services that are clearly marked "lesbian" or "gay" or "bisexual" will be useful for your visitors. For example, substance abuse can be a tremendous problem for the lgbt student community, and so you should make sure you have resources available to meet the needs of those with substance abuse issues.

Make your information available in the Center, but make sure that you've got a good selection of flyers, brochures, etc., hanging outside the Center, too. Many students, especially those most in the closet, might not be comfortable coming into the Center and meeting with a staff person, but they might be able to walk by the Center after hours and pore over a bulletin board. Make sure you keep a back-up copy of everything on the board, and don't assume vandalism if flyers regularly disappear; you might just be reaching members of the community who can only walk by and grab information to read it in private.

If you have use of computers, an Internet account, and access to someone with 'Net expertise, you might think about creating a series of WWW pages to describe your Center and your school's lgbt resources. WWW pages can be great links to other lgbt resources, as well. Pages and addresses come and go, but the Internet allows complete access to information in complete privacy–which can be a very powerful combination for those who struggling to come out. Of course, you must always be aware that not all members of your community will have access to a computer and Internet account. Make sure that not all of your information distribution energy goes into the 'Net!

Coordination/Development of Resources and Activities

Goal:
Assist pre-existing campus lgbt organizations in the coordination and development of resources and activities. Provide resources and activities in those cases in which they are not otherwise available.

- Assist students and student groups in their activities;
- Provide role-model speakers for rap groups, with an emphasis on professional role models of color;
- Advise undergraduate student groups by providing support for administration of student groups and meeting with student group leaders on a regular basis;
- Train student group leaders and rap group facilitators as needed;
- Cultivate younger students to assume leadership positions;
- Assist student groups in developing stronger relationship with Gay/Lesbian Alumni, including arranging for Alumni representation at GALA meetings and rap sessions, working with Alumni and GALA to develop Alumni Council of Advisors for undergraduate student groups and exploring greater funding of student groups by Alumni Coordinate production of campus lgbt brochures;
- Offer opportunities for volunteer work and internships in the lgbt Center and with community-based lgbt organizations;
- Offer opportunities for lgbt faculty and staff to mentor students;
- Co-host on-campus lgbt political events;
- Provide training in awareness of and sensitivity to lgbt issues for Campus staff, including information for Human Resources to distribute to new hires, training for those staff who offer services directly to students, including Residence Hall and Health and Mental Health Services Staff;
- Cooperate with undergraduate student group to maintain a speakers bureau to address other campus organizations on lgbt issues; and

- Develop means of assisting students in responding to political events through letter-writing, in cooperation with local lgbt political agencies and centers.

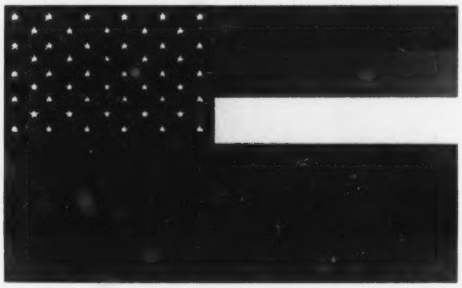
Discussion:
Clearly, your level of support for other lgbt organizations on your campus will vary with the needs of these groups. The above guidelines were written with long-standing but somewhat inactive student groups (largely social and "rap" groups) in mind. These groups had some difficulty in meeting the administrative requirements of maintaining a continuous campus presence, and so it was appropriate for the Center to offer organizational support. If your student groups are similarly "organizationally challenged," do what you can to get them back on their feet, but be careful that you don't sap anyone's initiative by imposing your ideas and agenda unnecessarily. Your best role might be to stay in the background, doing as much grunt work as possible while you let students take the credit for what might be in actuality your successes. Often, the process can be more important than the result, especially with such a critical process – training students to become leaders and take responsibility – at work.

Work in Concert/Coordination with Other Campus LGBT Groups and Networks

Goal:
To assist in coordination of activities of and information regarding other lgbt entities.

- On campus, by providing "umbrella coordination" of information regarding campus lgbt entities and activities, including student, faculty, staff and alumni/ae groups; and
- Outside Campus, by working with other Resource Centers locally and nationally, by maintaining close ties with local and national lgbt organizations, and by participating in lgbt conferences

Discussion:
Again, these guidelines will be appropriate for some campuses and not as relevant for others. The above activities were undertaken on a campus with fairly specialized groups already in place: faculty, staff, students and alumni/ae all had their own groups. In this situation, the Center can take a lead role in tying these groups together.



Cross-pollination can be highly rewarding for all sides of the exchange. For example, if you can develop a collaborative relationship between your lgbt Alumni/ae group and your undergraduate student groups, you will not only provide the students with role models, but you will quite possibly add a new purposefulness and integration into campus affairs to the alumni/ae. (One caution: do be careful when mixing alumni/ae, particularly those who might be recently out of school, and younger undergraduates. Professional relationships, such as mentorships and advisory councils, are very productive. Social gatherings, particularly those which feature alcohol, can be quite dangerous, as they can set the scene for the development of inappropriate and sometimes exploitative relationships.)

> *Your best role might be to stay in the background, doing as much grunt work as possible while you let students take the credit for what might be in actuality your successes. Often, the process can be more important than the result, especially with such a critical process – training students to become leaders and take responsibility – at work.*

Off-campus lgbt connections can be extremely useful. Many lgbt center staff members feel a lack of peer support in their work. There might be other, somewhat similar centers on campus, maybe even with similar missions. However, most lgbt center staff are the only campus professionals specifically charged with service to the lgbt community. If you would like to share the experience of others who have been in your position, be sure to reach out to your peers around the country.

Outreach to Campus non-LGBT Community

Goals:
To promote the integration of the Campus lgbt community with the non-lgbt community to the benefit of both communities; to form alliances with other minority communities so as to lessen the difficulties of simultaneous membership in more than one minority community.

- ▼ Foster alliances with other minority organizations on campus.

Discussion:
If you're going to do anything useful or productive with your center, start here. Find out what other minority student groups and centers exist on your campus. Find out what their goals are, and find out what you can do to help them reach them. You might have to take the first step in reaching out, especially if your center is new. You might have to go back to the same people more than once to build up trust. Do it. Coalition building might be the single most important thing you can do with your center.

There's an extra value in coalition building that you might not even be aware of as you begin the process: very few of your students will fall into just one minority group. A Latina lesbian shouldn't have to decide whether she will foreground her Latina identity, her status as a woman, or her lesbianism. By building bridges between these groups, you are lessening the divisiveness and complications faced day and day out by students who are members of more than one minority group.

Non-Academic, Non-Campus Outreach

Goal:
To form links between lgbt students and the non-Campus, non-academic lgbt community so as to provide a mutual exchange for energy and resources. Ultimate goal: to prepare Campus lgbt students for productive roles within wider lgbt community.

- ▼ General/Political lgbt. Work with city-wide and national lgbt agencies to co-host academic forums, AIDS memorials, social events, etc.

- ▼ Develop internship programs with city-wide and national lgbt agencies; and

- ▼ Introduce Resources Office to the general lgbt community (with particular emphasis on lgbt political figures, non-Campus lgbt academic figures and leadership of minority lgbt organizations) through Open House soon after center's opening.

Discussion:
Once again, the above guidelines are written for a particular situation: a center housed in a large, diverse university located in a major metropolitan area. You may not have 15 or 20 city-wide and national lgbt organizations with whom to cooperate as you think about co-hosting academic forums, placing interns, etc. If you don't have these community resources, be creative in thinking about who your allies in the community might be. Is there a women's center in your city? What about progressive religious congregations? Alternative bookstores? Even if you can't work with the local chapter of a well-known lgbt organization on a day-to-day basis, you can still develop excellent cooperative relationships with allies in your area. These relationships can be instrumental in helping your center reach its goals. What's more, they can be excellent opportunities for your student interns to develop professionally in an atmosphere in which their lgbt status is not only accepted by positively valued.

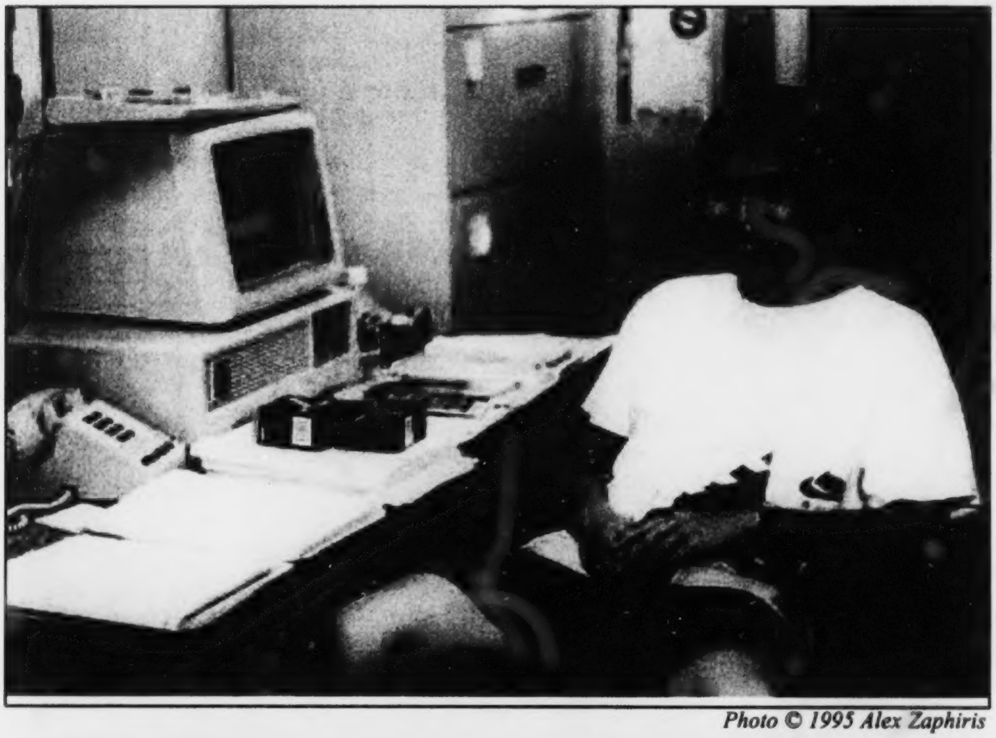


Photo © 1995 Alex Zaphiris

Fundraising

Goal:
To explore means of augmenting the Resource Office's budget.

- ▼ Discuss fundraising techniques and successes with other Resource Office Directors, such as the Women's Resources Center; and
- ▼ Explore support from the lgbt Alumni/ae group and the wider lgbt community.

Discussion:
Once again, cooperation is the best policy. Make sure you work with other campus lgbt organizations and networks. Not only will you see what's worked for them and what hasn't, but you might have a chance to meet with their donors and supporters. You should offer to work in close cooperation with your school's development office. This cooperative relationship will not only keep your administration happy, but you will find that development professionals can give you valuable advice on how to approach potential donors, how to make your pitch, and how to go back for further funding on a regular basis.

Be creative in thinking about who your allies in the community might be. Is there a women's center in your city? What about progressive religious congregations? Alternative bookstores?

If you find yourself approaching potential donors and supporters directly, you'll find that pitches aimed at a particular purpose will be the most effective. Specify, specify, specify. Rather than asking for funding to build resources in the office, ask for money for books. Rather than asking for money for books, present your donors with a list of titles you would like to acquire for the center. (The list in Appendix B, pp 237-238, is a good place to start.)

Advisory Structure for Resources Office

Goal:
To create and sustain a mechanism through which the Campus lgbt community, as well as the wider lgbt community, can offer guidance and suggestions for the Resources Office.

- ▼ Institute an Advisory Committee comprised of representatives from all Campus lgbt constituencies: students, faculty, staff, alumni/ae. Work with this Advisory Committee on an ongoing basis;
- ▼ Participate in a year-end review of the Resources Office, to be conducted by Advisory Committee; and
- ▼ Host a "Town Hall," possibly with the undergraduate student group as cohost, to solicit campus, particularly student, input on the Resources Office's activities, potential, and place within the university.

Discussion:
Listen, listen, listen. Ask questions about how you're doing. Get feedback. If you don't hear any negative comments, ask more questions.

You can't be all things to all people. Many lgbt center staff have found that expectations have been building for their center for so long that at least a few people will be disappointed with the reality of the center once it's established. Don't be personally discouraged if you learn you're not pleasing everyone, but do make an effort to include in your planning those who do not feel they are being served adequately. If someone has a complaint, then "How can we work together to take care of this problem?" is a much more productive answer than "But I tried," or "But I didn't know that's what you needed."

Questions and Answers Regarding Opening and Running a Successful Resource Center

The following questions and answers might be useful in trouble-shooting any difficulties you might encounter as you strive to adapt your Resources Center to the needs of your campus communities. Again, the answers provided might be most directly applicable to a Resources Center located on a large urban campus; please tailor them to fit your needs.

Q: How can we be sure our center is open and useful to all members of our campus lgbt communities?

A: Don't overlook the basics here. Is there enough foot traffic around your center to ensure that students will see it? On the other hand, is it in so public a space that some closeted students would feel uncomfortable being seen entering? There's a delicate balance between easy to find and too public. Make sure that your center is easily accessible to all members of the community. Where's the nearest elevator? Are there ramps for the disabled? Keep your hours accessible, too. As outlined above, post and stick to regular office hours. People won't come if they're afraid you'll be closed when they get there.

There's another question of accessibility that's often forgotten – take a look around your center. Do you see sexually explicit photos which might make some students uncomfortable? Remember, what's liberation to some is exploitation to others.

Once you've made sure your center is at least accessible, you can think about how to make it inviting. Take another look around. Any photos of people of color? A good mix of representations of men and women? Make sure your center reflects the diversity of our communities. lgbt bookstores in bigger (and sometimes smaller) cities will have a good selection of posters, etc., featuring lgbt people of color.

Finally, make sure you can provide the resources lgbt students need. Your center might be the only place for miles around that students can find lgbt publications. Just as importantly, it might be the only place they feel comfortable reading them. Stock up on magazines (again, remembering the tremendous diversity of our community). Make sure you've got a comfortable sofa or set of chairs for people to use while they read them. And don't overlook how far a few simple "homey" gestures, such as a plant or a bowl of fruit, can go toward making students feel welcome.

Never forget that your center might be the only place students can act like themselves.

Q: We have the same faces at every meeting. Where can we find more members?

A: What do those faces have in common? Are all the faces you see of the same ethnic group? Are they all men, or all women? If so, you should make sure you're offering a meeting of interest to the people who are not coming—either restructure the meetings you have now to include an emphasis on those who are not represented (and make sure you publicize these changes), or call a meeting just for the groups to whom you'd like to make outreach.

Q: Our campus has a gay men's group, a lesbian group, and a few People of Color lgbt groups. Each professional school has its own group, and then there are some groups meeting that we don't even know anything about. How can we bring everyone together?

A: This question has two very different answers. **Answer 1**: Your center is a natural place to try to bring everyone together. Get out, meet with the People of Color, lesbian, and other lgbt groups. Invite them all to a common meeting so that they can meet one another. This won't be easy— good meetings require solid preparation as much as admirable intentions. Check with each group to find a good meeting time for everyone, make sure your meeting is publicized and, above all, make sure you give each group you've invited a chance to contribute to the agenda. **Answer 2**: Maybe you won't be able to bring everyone together. If your campus has already developed several separate lgbt groups, respect the intent of those groups and their members and realize that different elements of the lgbt community have different goals, priorities, needs and even styles. Sometimes you'll have to accept that the center can be a conduit of information between different groups, rather than a means of bringing all groups together.

Q: Even though we have a large campus, almost no one comes to our lgbt student group meetings. What should we do?

You can't be all things to all people. Many lgbt center staff have found that expectations have been building for their center for so long that at least a few people will be disappointed with the reality of the center once it's established.

A: Make sure that your meetings are perceived as "safe space." You might require complete confidentiality of all meeting participants. Ask that they not discuss the meeting or anything that happens in it outside the meeting itself. Remind participants that not everyone who comes to the meeting is equally "out," and that no one should be inadvertently outed by another member by casual references to the meeting in other contexts. It's a good idea to remind meeting participants of these guidelines at the beginning and ending of each meeting.

It's possible that students are not comfortable meeting in what's known as a "gay/lesbian/bisexual/transgender" space. Rather than posting meeting times and places, list a phone number to call for more information on your publicity. Ask that would-be participants call this number to find out when and where the next lgbt student meeting will be. Hold this meeting off-campus, away from the center. You might be surprised at the number of new faces who show up. Expect things to build slowly, though, and give your meetings time to develop. You might need to meet at the same place and time for weeks before some students feel comfortable actually coming to the meetings.

Q: Our volunteers don't keep to their scheduled hours. This makes it hard to get anything done. Sometimes we even feel that volunteers are more trouble than they're worth. Any advice?

A: What are you asking your volunteers to do? Certainly, the envelopes need to be stuffed, the shelves need to be dusted and someone's got to dump the recycled paper into the bin. Make sure, though, that you offer volunteers more interesting tasks along with these mundane chores. Presume intelligence, initiative and follow-through on the part of your volunteers, and you're likely to get it. Assign as much responsibility as volunteers are ready to assume. Sometimes you'll be disappointed and will need to pick up the slack, but you'll be surprised at how many volunteers you get, not to mention how much work they do, if you treat them as equals rather than as helpers.

PROPOSAL FOR A LESBIAN AND GAY COMMUNITY RESOURCE CENTER

Prepared by
Curtis F. Shepard, Ph.D.,
UCLA Lesbian and Gay Faculty/Staff Network
Steering Committee

With Assistance From

Helen Cowne,
Budget Analyst,
Division of Student Academic Services

Daniel Hutchinson,
UCLA Chancellor's Advisory Committee On
The Gay and Lesbian Community

And

Kevin Berrill, Director
National Gay and Lesbian Task Force
Campus Organizing Project

November 13, 1990

THE CHALLENGE

The rapidly changing demographic profile of Southern California presents some unique challenges for the University of California, Los Angeles. Because of its stature as a world-class research university and owing to the broad cultural and ethnic diversity that characterizes its campus community, UCLA is well situated to become a role model for other communities grappling with issues of diversity, acceptance, and pluralism.

In characteristic fashion, UCLA is rising to these challenges, demonstrating — in both words and deeds—a commitment to creating a campus environment that not only tolerates but celebrates UCLA's rich diversity. Through both curricular and extracurricular approaches for students and through special educational programs designed for faculty and staff, individuals at UCLA are learning to respect and appreciate the ways in which they differ from one another.

Until now, UCLA's efforts to promote pluralistic values within the campus community have focused primarily on race and ethnicity. Only occasionally has the dialogue been expanded to include other diverse sub-populations. In particular, the issues and concerns of UCLA's lesbian and gay community are consistently relegated to a comparatively minor position on the University's diversity agenda. Nevertheless, UCLA is in a position to exercise its characteristic leadership in creating a model campus community in which all manner of differences, including differences in sexual orientation, are esteemed.

UCLA Campus Climate for Lesbians and Gay Men

UCLA supports a number of organizations that respond directly to the needs and interests of lesbians and gay men on campus. At the same time, a number of anti-gay incidents point to the need for continued efforts to develop a campus climate supportive of lesbians and gay men.

On the positive side, the institutional support for Ten Percent, the campus lesbian and gay quarterly newspaper, the Gay and Lesbian Association (GALA), an undergraduate student organization, and other lesbian and gay campus groups indicate that UCLA is aware that lesbians and gay men have specific concerns and is relatively supportive of efforts to address them. Additionally, Student Psychological Services and Student Health Services offer a number of programs that address, both directly and indirectly, the needs of the campus gay, lesbian, and bisexual communities. Notable among these are the Men's Health Clinic, which is involved in a variety of HIV-related physical and mental health issues, the Kaleidoscope Theater troupe, which uses theater to encourage safer sex practices among heterosexual and homosexual students, and Rap Groups, which provide support for individuals on campus who are dealing with "coming out," relationships, and HIV-related concerns. Further, the recent formulation of both a lesbian and gay faculty/staff organization and a lesbian and gay alumni association may be regarded as positive steps toward ensuring that UCLA is a safe, hospitable environment for the lesbian and gay individuals who study, teach, and work on the campus.

Despite the existence of these structural and organizational support mechanisms, members of UCLA's lesbian and gay community have experienced many of the same difficulties described by individuals on other, arguably less supportive, campuses. Specifically, several recent events involving gay, and lesbian UCLA students — harassment of a group of lesbian students at a UCLA football game; a bomb threat at the offices of Ten Percent; and telephone threats of violence against GALA — suggest that UCLA is not immune to hate-motivated acts of violence against the non-heterosexual campus population. In addition, substantial anecdotal evidence collected through informal interviews suggests that homophobic attitudes, expressed through jokes, comments, and graffiti pervade the student body. These incidents and attitudes (along with the ongoing public debate they have generated in the campus media) must be considered within the national societal context, documented in yearly reports by the National Gay and Lesbian Task Force (NGLTF), in which hate-motivated crimes against homosexuals are on the rise (Berrill, 1990).

For dramatic reasons such as these, and for other reasons that are far more subtle, many gay men and lesbians find themselves unable or unwilling to "come out of the closet — to be themselves — at UCLA. The college years are a time during which many students explore and/or come to terms with their sexuality. For students who are not heterosexual or who are in the process of discovering their homosexuality, college can be a particularly painful time. At UCLA, gay, lesbian, and bisexual students are more likely than their heterosexual counterparts to report feelings of loneliness (Shepard, 1990), a finding that corroborates findings from other campuses around the country.

Loneliness, discomfort, and fear are not the exclusive domain of non-heterosexual students at UCLA. It is with a palpable sense of relief that many UCLA faculty and staff join the Gay and Lesbian Faculty/Staff Network. The relief comes from having found a place on campus where they can let down their guard and be who they are. Inevitably they come to their first meetings armed with emotional accounts of the isolation and feelings of anxiety they have experienced on the campus. Some describe specific incidents of harassment and/or discrimination that they have either witnessed or encountered directly. Faculty members, particularly junior, non-tenured faculty, have been slower to join the Network because of the perceived negative effect that revealing their homosexuality might have on their chance for tenure, a fear that persists despite UCLA's non-discrimination policy.

Compelling and poignant as many of these personal accounts are, they come from individuals who have somehow found the strength and courage to emerge from the closet and share them. Even more compelling and poignant to many lesbian and gay campus leaders are the unknown stories of those who are too fearful to come forward and seek support. Of particular concern are those anonymous individuals — primarily students — who are just "coming out" or just beginning to question and explore their sexuality.

It is these individuals who are most in need of guidance and support. They need to see lesbians and gay men in positions of authority and responsibility, they need role models and mentors. Further, it must be demonstrated to them that the positive consequences of coming out of the closet are many and that the negative consequences are few. Finally, it must be demonstrated to them (and to the entire campus community) that one's sexual orientation has virtually no bearing on his or her ability to learn, to teach, to counsel and advise students, to conduct research, to perform administrative tasks, to be leaders, and to be promoted to higher ranks within the institution.

UCLA is in a position to uphold its tradition of leadership in issues of diversity, acceptance, and pluralism by instituting policies and programs specifically designed to improve the quality of campus life for the many non-heterosexual individuals who come here to study, teach, and work. A successful strategy for making this happen, regardless of the form it takes or the means chosen for implementation, should contain the following elements:

1. A clear message from UCLA indicating that it values the lesbian and gay members of its campus community;
2. A physical location ("safe place") that is "lesbian and gay-positive," a place in which students, faculty, and staff may be comfortable, regardless of their sexual orientation, cultural background, or ethnic heritage;
3. A clearinghouse for resources and materials to educate the campus about sexual differences and the lives of lesbians, gay men, bisexuals, and other sexual minorities;
4. Mechanisms for disseminating resource materials and other information, both among members of the non-heterosexual community and to the campus at large;
5. Opportunities for peer and professional counseling, advising, and referral for students, faculty, and staff who are dealing with issues related to sexual orientation; and
6. Opportunities for role-modeling and mentoring.

One program idea that encompasses these essential elements involves the establishment of an office or center which (1) provides support services to lesbian and gay students, faculty, and staff; (2) offers assistance to campus individuals who are questioning or struggling with their sexual identity; and (3) educates the campus community about the lives, issues, and concerns of the non-heterosexual population. Offices and centers designed to address matters of concern to sexual minorities have proven successful on other university campuses.

Other Campus Approaches

Recently, the President's Select Committee for Lesbian and Gay Concerns at Rutgers, the State University of New Jersey, released a report entitled "In Every Classroom," which includes findings from a national survey of college and university programs for sexual minorities. Among the various campus policies and programs described in the report are descriptions of offices/resource centers for gay men, lesbians, and bisexuals at three major universities: University of Massachusetts at Amherst, University of Michigan at Ann Arbor, and University of Pennsylvania. These descriptions, which suggest some ways in which such an office or center might function at UCLA, are provided in Appendix A of this document.

A STRATEGY

It is the strong belief of members the Chancellor's Advisory Committee on the Gay and Lesbian Community, the faculty-staff Network, GALA, and other campus groups that the best way to address the concerns described above is through the establishment of a Lesbian and Gay Community Resource Center, to be located somewhere on campus. Such a center would be designed to meet the special needs and interests of a campus population that is ethnically, culturally and sexually diverse. It is proposed that this center be approved initially as a three-year "pilot program." Ideally, the center would be characterized by the following attributes and functions:

- A physical location (totaling approximately 500 square feet) that includes four distinct spaces: a reception area with shelves to contain resource materials (100 square feet), a meeting room that can accommodate up to 20 people (200 square feet), and private offices conducive to confidential counseling and advising for two professional staff members (100 square feet each). The space would most likely be administratively located in Student Affairs in a facility that is accessible during the evening hours;
- Two professional FTE at the Senior Administrative Analyst level (one male and one female), preferably with experience in student affairs areas and/or lesbian/gay-related social service. Administrative support to be provided by student work/study clerk(s);
- Counseling and referral services related primarily to "coming out" issues, "safer sex" and other physical and mental health-related matters, and extracurricular and community service opportunities, both on and off campus. The Center would not attempt to usurp or duplicate other campus counseling and advising services but would function as a "point of entry" to appropriate offices, individuals, and resources;
- Advising of GALA and other student groups in conjunction with advisors in the Center for Student Programming; Community Education and Outreach, including participation in orientation programs for new students and staff; training programs for orientation and residence hall student staff members, UCPD, Student Health, and other campus units; and the development of a speaker's bureau;
- "Umbrella coordination of campus lesbian and gay organizations (a partial list of these organizations appears is Appendix B);
- Networking and information-sharing with other campuses in California and across the country,
- "Home base" for the cultivation of role-modeling and mentoring opportunities involving students, faculty, and staff. Includes coordination of staff/faculty volunteers who will have a regularly scheduled presence in the Center. It is requested that staff who wish to volunteer be provided with up to two hours per week of release time to enable them to do so;
- Sensitivity to people of color interests and concerns in such areas as outreach, service delivery, and representation and visibility on paid and/or volunteer staff;
- Reporting and referral center for victims of anti-lesbian/anti-gay harassment or violence; and. Program review at the end of each year.

An advisory committee or governing board will be established to monitor policies, programs and activities associated with the Resource Center. This body will be made up of diverse individuals representing students (undergraduate and graduate), faculty, staff, and the broader (non-UCLA) community.

Funding

Although the Student Affairs organization is the most likely administrative home for such a center, student fee funds may be used only for student services and programs. Because this proposed resource center is designed to serve the needs and interests of faculty and staff as well as students, funding for the Center should come from a variety of sources, including but not limited to student fee monies.

GAY AND LESBIAN RESOURCE CENTER

Suggested Budget

Description	Expense
Senior Admin Analyst (2 FTE @ 3000/mo.)	72,000.00
Work/Study Clerks @ 7.80/hr X .35 X 400 hrs	1,092.00
Benefits	20,300.00
Advertising and promotion	4,000.00
Computing supplies	300.00
Furniture	
bulletin board	300.00
3 metal desks	450.00
3 desk chairs	600.00
meeting table	200.00
20 stack chairs @ 114	2,280.00
2 file cabinet	500.00
bookshelves	400.00
Insurance on equipment	100.00
Mail @ 60/mo.	720.00
Maintenance on equipment	1,500.00
Office supplies	700.00
Expenses for visitors to campus	1,500.00
Publications and Copy Center	4,000.00
Software	1,000.00
Subscriptions and books	2,000.00

Telecommunications (3 phones @ 50/mo.)	1,800.00
installation charge	300.00
Voicenet @ 15/mo.	180.00
Travel/Staff Development	2,000.00
Miscellaneous	1,000.00
Total:	118,322.00

References

Berrill, K. (1990). Anti-gay violence, victimization, and defamation in 1989. Washington, D.C.: National Gay and Lesbian Task Force.

Shepard, C. (1990). Student services assessment: Report on the quality of campus life for lesbian, gay, and bisexual students. UCLA Student Affairs Information and Research Office.

Suggested Titles For Starting a LGBT Resource Center Library

African American Community

Affrekete: An Anthology of Contemporary Black Lesbian Writing **($12.95)**
Edited by Catheryn E. Mackinley and Joyce L. Delaney

Just As I Am **($10.95)**
E. Lynn Harris; Fiction, deals with issues of bisexuality, African American experience, and AIDS

Talking Black: Lesbians of African and Asian Descent Speak Out **($15.95)**

Allies

A More Perfect Union **($9.00)**
Richard D. Mohr; Explains why straight America should stand up for gay rights

Asian / Pacific Islander Community

The Very Inside **($16.95)**

Witness Aloud **($10.00)**

A Lotus of Another Color: An unfolding of the South Asian Gay and Lesbian Experience **(9.95)**

Bisexual Community

Dual Attraction **($15.95)**
Martin S. Weinberg, Colin J. Williams

Coming Out

Now that You Know

Jewish Community

Confessions of a Jewish Wagnerite **($15.95)**
Lawrence D. Mass; A memoir reflecting on being Jewish and gay in America

Lesbiot: Israeli Lesbians Talk about sexuality, feminism, Judaism. . . **($16.95)**
Edited by Tracy Moore; Israeli lesbians of all ages discuss sexuality, religiosity and identity

Latino/a Community

This Bridge Called My Back (Spanish and English versions) **($10.00 per version)**

Theory

The Lesbian and Gay Studies Reader **($25.00)**
Edited by Henry Ablelove.

Inside/Out: Lesbian Theories, Gay Theories **($15.00)**
Edited by Diana Fuss

Transvestite / Transexual

Drag: A History of Female Impersonation in the Performing Arts **($15.95)**
Roger Baker

Women

The Lesbian Couple's Guide **($13.00)**
Judith McDaniel
(See also titles in API, Latino/a and African-American sections.)

Other Resources

A Legal Guide for Lesbian and Gay Couples **($24.95)**
Robin Leonard, Hayden Curry, and Dennis Clifford

Am I Blue? Coming Out from the Silence **($5.95)**
Edited by Marion Dane Bauer); Collection of stories dealing with homosexuality and adolescence

Straight from the Heart **($11.99)**
Bob and Rod Jackson-Paris

The Essential HIV Treatment Fact Book **($14.00)**
Craig Metroka, M.D., Ph. D.

The Gay and Lesbian Literary Heritage **($45.00)**
Claude J. Summers
A reader's companion to writers and their work

Uncommon Heroes **($25.00)**
Short biographies of leading figures in the lgbt movement

What the Bible Says About Homosexuality **($9.95)**
Daniel A. Helminiak, Ph. D.

Total: $308.44

Chapter 13

Ending ROTC Discrimination

By Curtis F. Shepard, Ph.D.

Introduction

One of the more frustrating issues facing many lgbt campus organizers and activists is the continued presence on campus of Reserve Officers Training Corps (ROTC) programs. In accordance with guidelines set forth 50 years ago by the United States military and the Department of Defense (DOD), ROTC programs are obliged to discriminate on the basis of sexual orientation, a reality virtually unaltered by President Clinton's "Don't' Ask, Don't Tell, Don't Pursue" policy. Many believe that such discrimination is anathema to the principles and goals of higher education, an institution commonly thought of as open, tolerant and safe for the exploration of a multiplicity of ideas and beliefs. The dichotomy created by the presence of ROTC (and of military recruiters) is particularly problematic on the growing number of campuses governed by policies that prohibit discrimination on the basis of gender, race, ethnicity, disability, religion and sexual orientation. On such campuses, ROTC calls into question the college or university's true commitment to its own policy of nondiscrimination.

This chapter offers a "case study" of organizing efforts on one campus — UCLA — and its surrounding community. Though not yet successful at achieving it's aim of removing ROTC from the UCLA campus, Freedom Project-Los Angeles (FPLA) has heightened awareness. Even in as relatively enlightened and progressive a city as Los Angeles, with its strong, well-organized lgbt community, there is a pocket of institutionalized discrimination in its midst, on the campus of its own public university, that gives lie to the University's own stated policy of nondiscrimination.

A Brief History of the Anti-ROTC Movement

Anti-ROTC sentiment on America's college and university campuses did not begin with protests against the military's ban on lesbians and gay men. Rather, it sprang from campus protests against the Vietnam War in the 1960's. Although the issue simmered in the years after the war, its true potency as a concern for lgbt people on campus increased in the post-Stonewall explosion of lgbt activism. The U.S. Military became a symbol of how lgbt people in this country are treated as second-class citizens and the phrase

---

Although many people were involved in Freedom Project-Los Angeles, key personnel included community organizers David Mixner, Tony Leonhardt and Jim Phipps, along with UCLA students Mindy Michels, Júlio Rosa and Ali Beck.

"gays in the military" became part of the lexicon of the lgbt movement. As lgbt people in academe began examining the ways in which their work lives and their studies were being compromised by homophobia and discrimination, ROTC became a target of their anger and of their organizing.

In the late 1980's and early '90's, this organizing reached its apex. On many campuses, student bodies, along with faculty, staff and administrators, weighed in with denunciations of the U.S. Military's anti-gay policy, asking that, unless and until the DOD changed its stance, their presidents, chancellors and boards of regents remove ROTC from their campuses. In response, many institutional leaders wrote letters to federal officials, including the President and the Secretary of Defense, imploring them to lift the ban on gay men and lesbians in the military, but only a handful actually removed ROTC.

The failure of most institutional leaders to move against ROTC stemmed from several sources. First, many campuses depend on government grants, some of which are military contracts, and institutional leaders were loathe to threaten those income streams. A second and related barrier to banning ROTC was the fact that many public universities are "land grant" institutions. This means, in part, that they were originally established on federal land and, in exchange for the property being given over to the institution, the institution in turn was required to offer military training. Despite the fact that the Morrill Act, which established land grant status in the late 1800's, was passed long before ROTC existed, many institutional leaders believed that "military training" was synonymous with ROTC. A third reason for inaction on the part of many campus officials was that, by the early 1990's it began to appear as though the military ban might be lifted by the DOD, a move that would, in effect, solve the problem of discrimination against lgbts in campus ROTC programs. Especially encouraging along these lines, of course, was Bill Clinton's promise during his campaign for the presidency to see the ban lifted.

> *The dichotomy created by the presence of ROTC (and of military recruiters) is particularly problematic on the growing number of campuses governed by policies that prohibit discrimination on the basis of gender, race, ethnicity, disability, religion and sexual orientation.*

As a result of these and other factors, most campus activity related to removing ROTC became stalled as presidents, chancellors and regents took a "wait and see" posture, hoping and/or believing that the decision would be removed from them. This, of course, was not to be. The ban was not lifted. There was more "wait and see" by institutional leadership (and by the lgbt movement) to ascertain the effect of "don't ask, don't tell." By the time the dust had settled and the "new " policy was in place, much of the momentum had been lost. As of mid-1995, despite occasional flare-ups on isolated campuses (e.g., in 1994, Harvard University withdrew all university support from its ROTC programs. Though still offered, these programs are funded through private donations.), the issue of campus ROTC is largely moribund.

ROTC as an Issue of Educational Opportunity

For many, the issue of ROTC is clear cut: ROTC discriminates on the basis of sexual orientation, this campus has a policy that prohibits such discrimination, ergo, ROTC must be removed, period. What this view fails to consider, however, is that for many students, particularly those who are economically disadvantaged and/or are members of groups that have historically faced discrimination based on race or ethnicity, ROTC may be one of few avenues leading to education or professional training. Additionally, the scholarships that frequently accompany enrollment in ROTC are often the only means by which such students can finance a college or university education. Thus, among those who believe that ROTC belongs on campus may be poor and working-class lgbt people, including lgbt people of color, who are not interested in seeing this avenue closed down.

Freedom Project- Los Angeles

As suggested above, some organizing against ROTC discrimination has occurred on isolated campuses in the wake of "Don't Ask, Don't Tell, Don't Pursue." One notable organizing effort took place in Los Angeles between the fall of 1993 and the fall of 1994. Freedom Project-Los Angeles (FPLA) was conceived as a joint effort between UCLA and the greater Los Angeles community, the purpose of which was to persuade UCLA to "end the partnership in discrimination" between the University and ROTC. Organizers of FPLA included lgbt student leaders from UCLA, and lgbt political leaders from the greater Los Angeles area who were incensed that, despite California and Los Angeles City protections against discrimination based on sexual orientation, not to mention UCLA's own nondiscrimination policy, such discrimination was being blatantly carried out "in our own backyard at our own public university."

The project, which was funded by private donations, was organized in two distinct stages, preceded by in-depth research about the relationship — contractual and otherwise — between UCLA and its ROTC programs. Among other things, this research revealed that those aspects for which UCLA was directly responsible, notably the Military Science course curriculum, were open and accessible to all students, regardless of sexual orientation. It was at the point of officer commissioning and special training associated with commissioning, aspects over which UCLA has no authority, that the discrimination went into effect. In other words, lgbt students could, if they so wished, proceed through an entire course of study in Military Science but if they revealed their homosexuality they could be barred from the commissioning process and, possibly, be stripped of any scholarship money they'd received or be forced to pay back that which had already been expended. The research further revealed that UCLA, in addition to providing campus facilities for the ROTC programs, contributes approximately $160,000 per year in direct financial support of the programs.

UCLA leaders may not have been "in charge," but they were not without power.

Phase I:

The Statement of Conscience. The centerpiece of FPLA's work was a document called a Statement of Conscience (see Appendix A, pp 245-246 condemning DOD and ROTC policy and calling for UCLA officials to end the relationship between the University and ROTC). Statements were distributed at campus and community gatherings throughout Southern California and were inserted into lgbt newspapers and magazines, along with a fact sheet about FPLA and its aims (see Appendix B, pp 247-249) and a list of suggested steps that could be taken by UCLA's chancellor (see Appendix C, p 250).

UCLA officials were frankly puzzled by the focus on UCLA, as decisions regarding the University's relationship to the DOD were made by the Office of the President and Board of Regents, which govern all nine campuses of the University of California. UCLA leadership claimed powerlessness in making the requested policy changes. The response from FPLA was that, on the contrary, UCLA leaders may not have been "in charge," but they were not without power. Further, the focus on UCLA stemmed from the fact that Los Angeles considers UCLA its hometown public institution and, as such, it was an appropriate target for organizing by members of the community. Over the course of several months,the Statement of Conscience signature campaign yielded nearly 5000 signatures from community leaders; concerned citizens; UCLA students (and students from other campuses); student leaders; staff, faculty and administrators; veterans; the arts community; religious leaders and political leaders. Three part-time paid organizers were responsible for collecting signatures from the UCLA campus community, the broader Los Angeles lgbt community, and the broader Los Angeles straight communities.

The dichotomy created by the presence of ROTC (and of military recruiters) is particularly problematic on the growing number of campuses governed by policies that prohibit discrimination on the basis of gender, race, ethnicity, disability, religion and sexual orientation.

For many students, particularly those who are economically disadvantaged and/or are members of groups that have historically faced discrimination based on race or ethnicity, ROTC may be one of few avenues leading to education or professional training.

The Statement garnered a substantial amount of media attention, thanks in part to the volunteer efforts of a publicist who was part of the FPLA organizer team. Upon gathering 2000 signatures, full page ads were placed in the *Daily Bruin*, UCLA's student newspaper and the west coast edition of *The New York Times*. Appendix D contains a copy of the ad (pp 251-258), along with examples of other media coverage of Phase I. Appendix E (pp 259-262) contains a report outlining the accomplishments of Phase I and plans for Phase II, along with a budget for the Project.

Phase II:
Nonviolent Demonstrations. While Phase I was designed to heighten community and campus awareness of ongoing discrimination against lgbt students at UCLA, the goal of Phase II, which commenced in the fall of 1994, was to apply increased pressure on the University to take steps to remove ROTC from the campus. Beginning with UCLA's observance of National Coming Out Day (October 11), which actually stretched into a week of activities (see Appendix F, pp 263-268), FPLA organizers planned a series of events — rallies, vigils and demonstrations — to be held on campus on a weekly basis throughout the fall.

For a variety of reasons, these events failed to attract the hoped-for crowds, although they were nevertheless well-covered in the campus and off-campus media (including a story in the Washington Post), which, in a slightly different way than planned, did apply pressure to the University and its leadership. The list of planned events as described in Appendix G, however, provides a model for a series of activities designed to build momentum over a period of several months and to be a constant reminder to university leadership that the community is serious about ending ROTC discrimination.

An anticipated Phase III:
A more aggressive, though still nonviolent, program of civil disobedience has not yet materialized. As of summer 1995, the issue of ROTC is still on the agenda of campus-based lgbt organizers, but, as is the case on many campuses, it is not at the top of that agenda. Respecting that reality, FPLA is currently silent, allowing the wheels of the University to turn as they will, but prepared to become mobilized again if circumstances so dictate.

FPLA: Key Elements

1) Solid and careful research. The relationship between ROTC and host institutions is complex and often confusing. The better this relationship is understood, the better able organizers will be at countering institutional resistance to their requests and/or demands.

2) A realistic and doable set of demands for the institution. What is in its control? What is within the DOD's control? What do we want the institution to do to show that its relationship with the DOD is severed or that it is now in compliance with its own nondiscrimination policy?

3) A true partnership between community organizers and student organizers. During both phases of FPLA, off-campus participants always responded and deferred to the opinions, judgment calls and academic calendars of student participants.

4) Student, staff and faculty readiness. Before vigorous pressure could be applied to University leadership to move on ROTC, an assessment of student, faculty and staff "readiness" had to be conducted. Did they know, for instance, the "Don't Ask, Don't Tell, Don't Pursue" did not stop discrimination against lgbts in the US Military? The Statement of Conscience was conceived not only as an expression of support for the cause of ending ROTC discrimination at UCLA, but to educate the campus and the broader community.

5) Financial support, which in this case came from outside the university from concerned citizens. Although this funding made it possible to buy newspaper ads, fly in speakers for demonstrations, and pay some organizers, these elements are by no means essential to a successful mobilization. This manual contains myriad organizing strategies that are essentially "free."

6) Spirit of nonviolence. FPLA was predicated on the nonviolent teachings of Gandhi and Martin Luther King; UCLA and ROTC officials were addressed, publicly and in person, with respect and reason, which was a useful strategy particularly when some ROTC representatives became defensive and lashed out. In the face of such outbursts, FPLA representatives — and their requests —appeared all the more reasonable. Firm, resolved and committed, yes, but always reasonable.

7) Steady escalation from research to signature collection to on-campus demonstrations and the courting of media attention was a hallmark of FPLA.

8) Check points were built in to FPLA's plan. It was important to provide UCLA with a reasonable amount of time to respond to questions and requests. For instance, once the chancellor was presented with the list of signatories to the Statement of Conscience, FPLA stood back to give him and his advisors time to absorb the messages and formulate a response. It was also important to be flexible about the scope and content of the on-campus demonstrations, depending on the reaction of the campus community to previous actions, the academic schedules of FPLA student organizers, and other factors.

FREEDOM PROJECT
LOS ANGELES

7985 Santa Monica Blvd., Ste. 109-58 West Hollywood, CA 90046 • (213) 848-4458

STATEMENT OF CONSCIENCE

WE STAND TOGETHER to condemn all forms of discrimination. We believe that the struggle against discrimination is never-ending and, as a people who love liberty, we embrace that struggle. Therefore we pledge to remove all "barriers of prejudice" to every citizen's civil and human rights.

One such barrier is in our very midst. The Reserve Officers Training Corps (ROTC) programs at the University of California, Los Angeles - one of the country's foremost universities - impose Jim Crow-style legal restrictions on young, openly gay and lesbian students. An ROTC student discovered to be homosexual may be investigated and dismissed from the program. Frequently, dismissal is followed by legal action taken in an attempt to force the student to pay back any scholarship money received.

These military training programs are open to all other students without restrictions on their freedom. ROTC is the only program on campus that is required by the government to discriminate. Because of the fifty year-old Department of Defense ban on lesbians and gay men in the military (a policy that has been kept virtually intact under the new "don't ask, don't tell" guidelines) only gay and lesbian students are denied their freedom.

The UC Code of Student, Faculty and Staff Rights guarantees the right to free expression. To be forced to lie about one's existence in order to participate in a University supported activity is absolutely unacceptable. Not only is such discrimination a violation of Los Angeles and California law, it is an insult to human dignity and takes a brutal toll on the individual. Young gay and lesbian people are thus forced to live with an undeserved fear and sense of shame at an especially formative period of their lives.

Although the UCLA faculty, the UC Student Government and the United States Student Association have officially condemned ROTC policies, inaction on the part of the UCLA's Chancellor and Board of Regents ensures that these blatantly discriminatory programs will continue. In spite of the fact that UCLA policy prohibits discrimination on the basis of sexual orientation, ROTC is housed in University facilities and taxpayer monies are used to operate the programs. Furthermore, ROTC is a significant source of individual scholarship funding which is denied only to openly gay and lesbian students.

A program whose guiding principles officially and unapologetically call for discrimination against anyone has no place in an institution of higher learning. By allowing ROTC's homophobic practices to stand, UCLA sends the unacceptable message to all that discrimination may be overlooked. We are appalled by this morally bankrupt policy. We ask that the University immediately comply with its own nondiscrimination policy and take expedient steps to enforce that policy in all departments and programs. We further ask that Los Angeles and California leaders and elected officials bring their power and influence to bear in righting this unconscionable wrong.

As citizens we strongly oppose prejudicial treatment of anyone. As individuals we refuse to commit the crime of silence when our young people are being persecuted. As a community we stand together to create a better world by ending one more source of hatred. There is no reason and there can be no excuse for UCLA to continue to accept bigotry as part of its institutional mandate.

WE ASK UCLA TO CHANGE ITS POLICIES NOW

Signature______________________________
Name (Print)______________________________
Title______________________________
Company/Organization________________________
Address______________________________
City/State/ZIP______________________________
Phone______________________________

Please mail to:

Freedom Project-Los Angeles
7985 Santa Monica Blvd., Ste. 109-58
West Hollywood, CA 90046

FREEDOM PROJECT
LOS ANGELES
356 Huntley Drive West Hollywood, CA 90048 • (213) 848-4458

QUESTIONS AND ANSWERS

1. WHAT IS FREEDOM PROJECT-LOS ANGELES?

Freedom Project-Los Angeles is a coalition of individuals and organizations dedicated to fighting discrimination against gay and lesbian people in all walks of life - in the spirit of Gandhi and King. The Freedom Project is committed to the principles of non-violence both in words and action. Our emphasis will be put on efforts to create change within the community, to educate all people about freedom for gays and lesbians and to move the gay and lesbian community dramatically forward.

2. WHO SUPPORTS THE FREEDOM PROJECT?

The Foundation for Civil Rights has funded the early stages of the Freedom Project. The Foundation is a 501(c)(3) committed to ending discrimination against gay and lesbian people. Participants in the Project include the members of ANGLE (Access Now For Gay and Lesbian Equality), MCC (The Metropolitan Community Churches) and a growing list of additional businesses, organizations and individuals.

3. IS THIS A NEW ORGANIZATION?

NO. The Freedom Project is a diverse coalition of people and groups who will work together on very specific tasks and seek professional assistance, when necessary, to accomplish its goals.

4. WHAT KIND OF WORK WILL THE FREEDOM PROJECT BE DOING?

Our first effort will be to focus on UCLA's policy regarding ROTC. We believe it is unacceptable that in the Los Angeles area, at a prestigious institution of higher learning, there exists a program that discriminates directly against gay men, lesbians and bisexuals - violating the University's own non-discrimination policy. A university should be a place of tolerance and acceptance, not a place of discrimination and bigotry.

5. WHAT IS THE SITUATION REGARDING ROTC AND UCLA?

ROTC must follow the Pentagon's new "Don't Ask, Don't Tell" guidelines. If a student enrolled in an ROTC program is discovered to be homosexual, he or she may be put under investigation and dismissed from the program without course credit. Frequently, dismissal is followed by legal action taken in an attempt to force the student to pay back any scholarship money received. ROTC is open to all other students on campus without restrictions on or interference in their private lives. This policy is in violation of Los Angeles and California law as well as UCLA policy. In spite of these laws and policies, UCLA gives course credit for ROTC, uses University funds to support the program and allows the program to operate in University facilities.

6. ISN'T THIS THE SAME OLD DEBATE THAT WE JUST FINISHED REGARDING GAYS AND LESBIANS IN THE MILITARY?

NO. This has very little to do with changing the national policy regarding lesbians and gay men serving in the military. This has to do with a University in the Los Angeles area that is actively supporting policies that blatantly discriminate against young lesbian and gay students. If we do not fight against such policies in our own backyard, then where do we fight? This is not about the military, per se, this is about UCLA and its support of such policies. This effort will not change the military policy.

7. WHAT ACTION DOES THE FREEDOM PROJECT WANT UCLA TO TAKE?

We expect UCLA to end its active support of ROTC, cease giving course credit and academic recognition to the program and suspend the University's financial support of the program.

8. WHY DID THE FREEDOM PROJECT CHOOSE THIS DEBATE?

Quite simply, we are doing this for freedom. Unfair and unlawful discrimination against any group of people is totally unacceptable. We are committed to removing these "barriers of prejudice" against young gay and lesbian people. The support of ROTC on campus by UCLA sends a false message to all students that it is acceptable to discriminate against homosexuals while sending a powerful message to these gay and lesbian students that they are less than equal to their peers. Financial contributions to the UC system by the Department of Defense is not an acceptable reason to violate the spirit and reality of freedom.

9. WHY NOW?

If not now - when? We have seen enormous changes in the last year in terms of national awareness, community growth and broad based support for ending discrimination against gays and lesbians. Why now? Because we are ready to fight for an end to morally bankrupt policies that are based on fear, ignorance and bigotry.

10. WHAT IS THE FREEDOM PROJECT'S PLAN OF ACTION?

First and foremost, our action will be non-violent in both word and deed. We have no intention of assuming the anger and hatred of our oppressors. We will defeat them with education and we will build understanding through enlightenment. Our spirit will inspire thousands to join us in demanding an end to these discriminatory polices.

We will ask people, both on and off campus, to sign a "Statement of Conscience" opposing the continued discrimination of gay, lesbian and bisexual students by the ROTC programs at UCLA. We plan to hold vigils on campus to give presence and visibility to the discrimination. We will hold informational meetings, teach-ins and pickets. And, should the University fail to make progress on this issue, we will explore the possibility of non-violent civil disobedience.

11. HOW CAN I HELP?

Sign the statement, stand in the vigils, attend the pickets, volunteer, organize, give money and fight back! Go to your peers, to your organizations, your clubs and places of worship and ask them to support this effort. Most of all, don't commit the crime of silence. Don't be a bystander. Non-violence is not passivity - it is a peaceful, militant sacrifice to bring about change.

12. WHERE CAN I SEND A CHECK OR VOLUNTEER?

A check made payable to **The Foundation for Civil Rights** may be sent to:

Freedom Project-Los Angeles
7985 Santa Monica Blvd., Ste. 109-58
West Hollywood, CA 90046

This is a tax deductible donation. You can volunteer your time by calling (213) 848-4458. We need your help. Thank you for your support.

We ask Chancellor Young to:

1) Discontinue UCLA's financial support of ROTC and disallow the use of University facilities.

2) Mobilize the UC Board of Regents and the Council of Chancellors to take whatever steps are required to separate ROTC from the University as a way to bring the University into compliance with its own nondiscrimination policy.

3) Push the Council of Chancellors to issue a joint statement condemning both current DOD policies mandating discrimination against lesbians, gay men and bisexuals and the continued presence of ROTC in light of these policies.

4) Initiate meetings with California legislative leadership and lobby to enlist support for separating ROTC from the University.

5) Barring a full separation of ROTC from the University, take the necessary steps to ensure that all UCLA students, regardless of sexual orientation, are able to fully participate in all ROTC programs, including all non-credit classes, trainings and scholarship programs. UCLA should also be prepared to fund ROTC scholarship recipients who, upon revealing their homosexuality, are banned from the ROTC program and stripped of their scholarships.

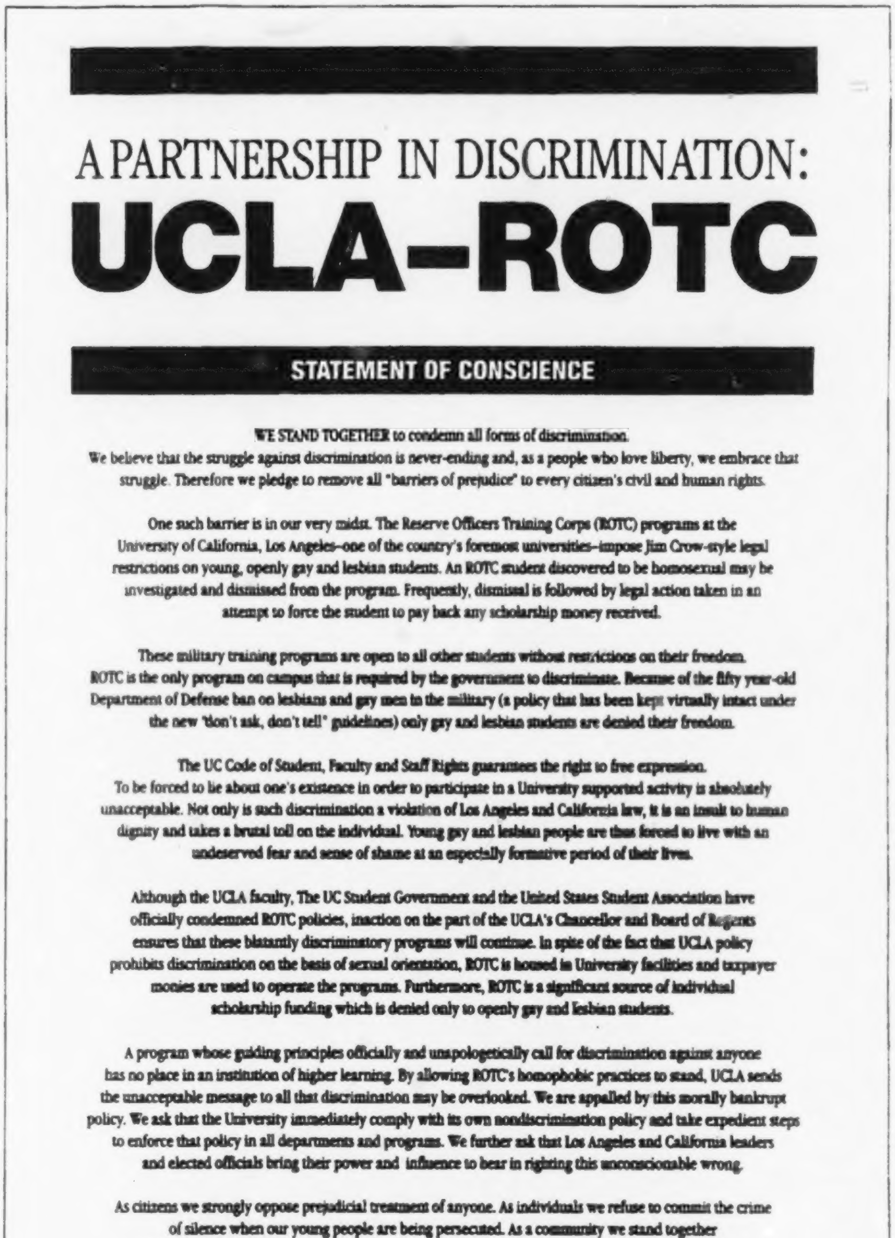
6) Meet with the editorial boards of both on- and off-campus media to clarify the University's position with regard to U.S. Military policy and ROTC.

7) Discontinue allowing Judge Advocate General corps to recruit within the school of law.

8) Write letters to the Secretary of Defense and the President of the United States encouraging an end to the current policies of discrimination on the basis of sexual orientation.

9) Create and fund a campus-wide symposium to discuss lesbian, gay and bisexual concerns, including ROTC discrimination.

10) Continue to address the needs of UCLA's lesbian, gay and bisexual community through curricular reform, targeted programs and services.



A PARTNERSHIP IN DISCRIMINATION:

UCLA–ROTC

STATEMENT OF CONSCIENCE

WE STAND TOGETHER to condemn all forms of discrimination.
We believe that the struggle against discrimination is never-ending and, as a people who love liberty, we embrace that struggle. Therefore we pledge to remove all "barriers of prejudice" to every citizen's civil and human rights.

One such barrier is in our very midst. The Reserve Officers Training Corps (ROTC) programs at the University of California, Los Angeles–one of the country's foremost universities–impose Jim Crow-style legal restrictions on young, openly gay and lesbian students. An ROTC student discovered to be homosexual may be investigated and dismissed from the program. Frequently, dismissal is followed by legal action taken in an attempt to force the student to pay back any scholarship money received.

These military training programs are open to all other students without restrictions on their freedom. ROTC is the only program on campus that is required by the government to discriminate. Because of the fifty year-old Department of Defense ban on lesbians and gay men in the military (a policy that has been kept virtually intact under the new "don't ask, don't tell" guidelines) only gay and lesbian students are denied their freedom.

The UC Code of Student, Faculty and Staff Rights guarantees the right to free expression. To be forced to lie about one's existence in order to participate in a University supported activity is absolutely unacceptable. Not only is such discrimination a violation of Los Angeles and California law, it is an insult to human dignity and takes a brutal toll on the individual. Young gay and lesbian people are thus forced to live with an undeserved fear and sense of shame at an especially formative period of their lives.

Although the UCLA faculty, The UC Student Government and the United States Student Association have officially condemned ROTC policies, inaction on the part of the UCLA's Chancellor and Board of Regents ensures that these blatantly discriminatory programs will continue. In spite of the fact that UCLA policy prohibits discrimination on the basis of sexual orientation, ROTC is housed in University facilities and taxpayer monies are used to operate the programs. Furthermore, ROTC is a significant source of individual scholarship funding which is denied only to openly gay and lesbian students.

A program whose guiding principles officially and unapologetically call for discrimination against anyone has no place in an institution of higher learning. By allowing ROTC's homophobic practices to stand, UCLA sends the unacceptable message to all that discrimination may be overlooked. We are appalled by this morally bankrupt policy. We ask that the University immediately comply with its own nondiscrimination policy and take expedient steps to enforce that policy in all departments and programs. We further ask that Los Angeles and California leaders and elected officials bring their power and influence to bear in righting this unconscionable wrong.

As citizens we strongly oppose prejudicial treatment of anyone. As individuals we refuse to commit the crime of silence when our young people are being persecuted. As a community we stand together to create a better world by ending one more source of hatred. There is no reason and there can be no excuse for UCLA to continue to accept bigotry as part of its institutional mandate.

WE ASK UCLA TO CHANGE ITS POLICIES NOW.

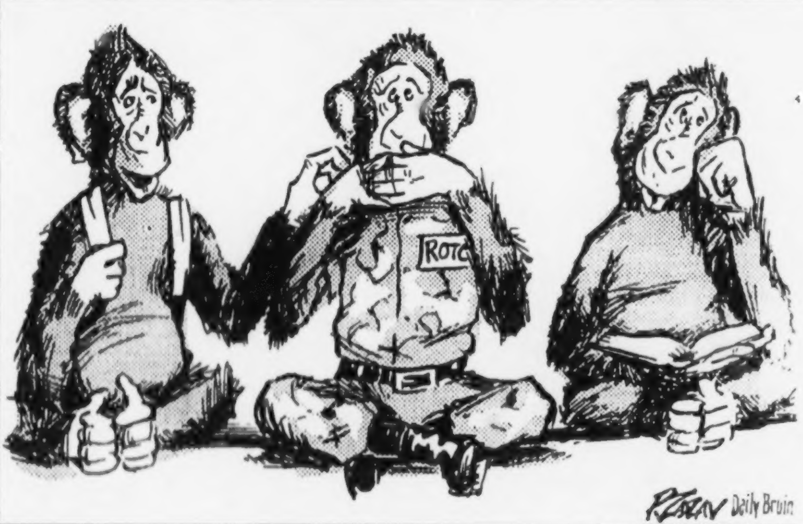
"Over 2,000 People Have Signed This Statement of Conscience. Please Add Your Powerful Voice To Ours."

Daily Bruin Viewpoint Monday, April 22, 199

Viewpoint

What 'don't ask, don't tell' means for UCLA students

y **Mindy Michels**
nd **Júlio Rosa**



> "UCLA is not adhering to own standards. The ROTC programs, whose guiding principles officially and unapologetically call for iscrimination against certain students, violates the niversity's nondiscrimination policy ... "

UCLA doesn't discriminate — right? It ays so in the nondiscrimination policy inted on virtually all official university cuments, including the catalogue. So, hat is ROTC still doing on campus?

What it's doing is discriminating ainst students with disabilities, against IV-positive students, on the basis of age nd against lesbian, gay and bisexual udents. As a program of the U.S. ilitary, ROTC is governed by the partment of Defense policies. These icies stipulate that in order to participate ROTC, students must pass physical xaminations, must test negative for HIV nd must be no older than 25 years by the me they graduate. They must also abide codes of conduct which consider mosexual and bisexual relations to be nduct unbecoming."

But, you ask, what about "Don't ask, on't tell?" Didn't Clinton lift the 50-year-d ban on lesbians, gay men and bisexuals rving in the U.S. Military? The answer is resounding NO. "Don't ask, Don't tell" ohibits military recruiters from asking out the sexual orientation of potential istees. The policy further establishes a stinction between conduct and status. In her words, it's okay to be a lesbian status) as long as you never act on it in ny way (conduct) — no displays of ffection, no pictures of your beloved on our desk, no outward demonstrations of ny kind, not even in private. In fact, don't ver mention it unless you're prepared to rove that you have never, and won't ever, act on it as long as you're in the Army, Navy, Air Force or Marines.

So, what does this mean for students at UCLA? It means that, although any student s free to enroll in most (not all) ROTC ourses, lesbians, gays, bisexuals, disabled and HIV-positive students may not enroll in the programs themselves (UCLA has separate programs for Army, Navy and Air Force) and are thus ineligible for scholarships and officer commissions. Even worse, it means that students currently enrolled in the program who are found to be ineligible (What if you are in the program and you realize during your junior year that you are a lesbian?) may be investigated and dismissed. Frequently, dismissal is followed by legal action taken in an attempt to force the repayment of any scholarship money received. Imagine trying to repay your fees for the past three years.

Finally, it means that, on a very fundamental level, UCLA is not adhering to its own standards. The ROTC programs, whose guiding principles officially and unapologetically call for discrimination against certain students, violates the university's nondiscrimination policy and guarantee of free expression and thus has no place in this institution of higher learning.

So, has anything been done to bring UCLA into compliance with its own policies? Yes and no. In 1990 Chancellor Young wrote a letter to the Secretary of Defense urging him to end discrimination in the U.S. Military based on sexual orientation. In 1991, 1992 and 1994, the Undergraduate Students Association Council passed resolutions calling for the removal of ROTC from the campus. In 1993, the Faculty Senate passed a similar resolution, which was not acted upon by the administration because of the anticipated lifting of the ban, which, as we now know, never materialized. The U.S. Student Association (USSA), the National Lesbian, Gay and Bisexual Student Caucus (NLGBSC) and the University of California Student Association (UCSA) all have the removal of ROTC as part of their platforms. Despite widespread support for campuses taking action against ROTC, a "wait and see" posture has been taken by many colleges and universities around the country, including UCLA.

So, now what? Because the ban is essentially still in place, many campuses are taking a fresh look at how to reconcile the discrimination that takes place within ROTC with campus nondiscrimination policies. Both students and surrounding communities have become involved in effort to end the continuing discriminat on college campuses. At UCLA studen are working to gather signatures on a "Statement of Conscience" that ask UCLA to change its policies. The ov 1,500 signatures of students, campu leaders, faculty, staff and communit members on these statements demon the broad-based support for the movem to end the discrimination of ROTC on campus.

What it all boils down to is this: RO is still on campus and ROTC still discriminates. Although UCLA can change the policies of the Department Defense, it is responsible for following own policies of nondiscrimination. As members of the UCLA community, w need to hold the university accountab its policies and to its students.

Mindy Michels, a fifth-year student majoring in anthropology, is a memb the UCLA Chancellor's Advisory Committee on Lesbian/Gay/Bisexual Concerns. Júlio Rosa, a fourth-year student majoring in sociology with an emphasis in women's studies, is on th ASUCLA Board of Directors.

Daily Bruin
University of California, Los Angeles
Tuesday
May 24, 1994

Debate over campus ROTC policy continues

By **Shani Pines**

Various opinions have cropped up across campus after the two-page ad that ran in The Bruin last week, calling on UCLA's ROTC program to change its compliance with the "don't ask, don't tell" policy regarding gays and lesbians in the military.

While the ad has its supporters, some ROTC members and students said the ad, sponsored by Freedom Project LA and endorsed by celebrities such as Alec Baldwin and Spike Lee, was the wrong way to evoke change.

The controversy centers around ROTC's "don't ask, don't tell" policy, a 1993 Department of Defense directive which established homosexual conduct, rather than sexual orientation, as a basis for barring entry into the armed forces. According to the armed forces, discrimination does not exist because gays are allowed in — they just cannot admit to practicing homosexuality.

Josh Pickel, an ROTC cadet and fourth-year history major, said last week's ad was more harmful than helpful in changing ROTC policy.

"The 'don't ask, don't tell' policy is decided by the leaders whom the protesters elected," Pickel said. "They should be putting pressure on elected officials."

Pickel noted that the protesters ignored ROTC's positive influences on campus.

"There is no institution on the planet more successful at integrating people than the U.S. Army," Pickel said. "The population at ROTC is representative of the population at UCLA. There is no discrimination on the basis of race, gender or anything else."

But Chancellor Charles Young found ROTC's policy on gays and lesbians troubling enough to write a letter to the Department of Defense this month, urging it to rethink the policy.

"(ROTC programs are) in conflict with our commitment to create a nondiscriminatory campus environment," the letter stated, adding that "the presence of ROTC at UCLA . . . has caused great concern within our campus community."

Freedom Project LA agreed, stressing "the hypocrisy" of UCLA's claims of nondiscrimination while remaining inactive about the ROTC policy.

The ad asked UCLA to change its policies immediately, and said that "to be forced to lie about one's existence in order to participate in a University-supported activity is absolutely unacceptable. Not only is such a discrimination a violation of Los Angeles and California laws, it is an insult to human dignity."

J.D. Whitlock, lieutenant and officer instructor in the Navy ROTC, agreed that the "don't ask, don't tell" is flawed, but said that the integration of homosexuals into combat ground troops, for example, would create an invasion

See **ROTC,** page 8

ROTC

From page 1

of privacy similar to that of women and men living together.

"Ask yourself whether you would like to live in (extremely close living conditions) with members of the opposite sex or same-sex homosexuals. If your answer is yes, then ask yourself: are you willing to force others to?" Whitlock asked in a letter submitted to Viewpoint.

He added that the majority of ROTC students he spoke with supported full integration of homosexuals into every aspect of the military except combat ground troops and submariners.

Change needs to start from within the military, said Mike Atschule, a third-year political science major, but added that objectors should focus nationally, and not on UCLA ROTC.

"You can't justify not letting gays in because those in the military don't want them — that's circular, it will never end," Atschule said.

See **ROTC**, page 15

ROTC

From page 8

"But if someone disagrees with the 'don't ask, don't tell' policy, they should fight the U.S. government," he added. "They shouldn't go after UCLA's ROTC, because they're not responsible."

But Moira Conley, a 1993 alumna, said she disapproved of what she saw as ROTC's "excuse" that it has to answer to the Department of Defense, and not to UCLA.

"ROTC's discriminating can't be rationalized under the 'just following orders' excuse," Conley said. "I was happy to see the ad. UCLA pays lip service to nondiscrimination, but they still discriminate."

Laura Forgione, a second-year undeclared student, agreed with Conley, stressing that change must begin from within the armed forces by fighting stereotypes.

"Look, if you discriminate, you discriminate. That's the bottom line," Forgione said. "The 'don't ask, don't tell' policy puts icing on discrimination, but that doesn't change what it is."

Daily Bruin News

Undergraduate Student Asso
on Campus ROTC and the Un

(passed on April 5

WHEREAS The University of California does not discriminate on the

WHEREAS this policy applies to all campus programs, activities and s

WHEREAS the Departments of the Army, Navy, and Air Force maint
and operating as, respectively, the Departments of Militar

WHEREAS the Departments of the Army, Navy, Air Force, in accorda
gay, and bisexual people to serve in the military, and requ

WHEREAS these regulations also apply to students enrolling in ROTC

WHEREAS the ROTC programs at UCLA also have regulations that li

WHEREAS this creates a situation at UCLA that is both deplorable an

WHEREAS the Undergraduate Students Association Council (USAC)
until such time as the Department of Defense ceases its d

WHEREAS the UCLA Academic Senate resolved in 1993, after the an
change ROTC's discriminatory policies, and failing such c
Defense ceases its discriminatory policies; and

WHEREAS the Honorable Terry Hatter, Judge of the United States Di
policy is unconstitutional, and the ruling is currently staye

BE IT RESOLVED that the Undergraduate Students Association Council (US
concern about this matter and wishes decisive action to b

BE IT RESOLVED that the Undergraduate Students Association Council resp
failing such change, should abide by its own non-discrimi
Department of Defense ceases its discriminatory policies;

BE IT FURTHER RESOLVED that the Undergraduate Students Associatio
resolution.

Sponsored by: Brian Brooks, Campus Events Commissioner; Mike Corbe
Sargent, Finance Committee Chair (ex-officio), Sabrina Sn

Pai

ciation Council (USAC) Resolution
iiversity Non-Discrimination Policy

, 1994 by unanimous consent)

basis of age, sexual orientation, or physical ability; and

ervices, and guarantees all students access thereto; and

ain at UCLA Reserve Officer Training Corps (ROTC) programs enrolling undergraduate students,
y Science, Naval Science, and Aerospace Studies; and

ance with the Department of Defense directives and military regulations, prohibit openly lesbian,
ires discharge of service members who are found to have engaged in homosexual acts; and

C programs; and

imit the admission of students on the basis of age, ability, and HIV status; and

d incompatible with the University policy, and

resolved in 1991, and again in 1992, that the University should sever its ties to the ROTC program
iscriminatory policies; and

nouncement of the current Department of Defense policy, that the University should seek to
hange, should sever its ties with the ROTC program until such time as the Department of

strict Court for the Central District of California, has ruled that the military's discriminatory
d on appeal; therefore

AC) finds that a broad spectrum of the general campus community has expressed substantial
e taken without further delay; and

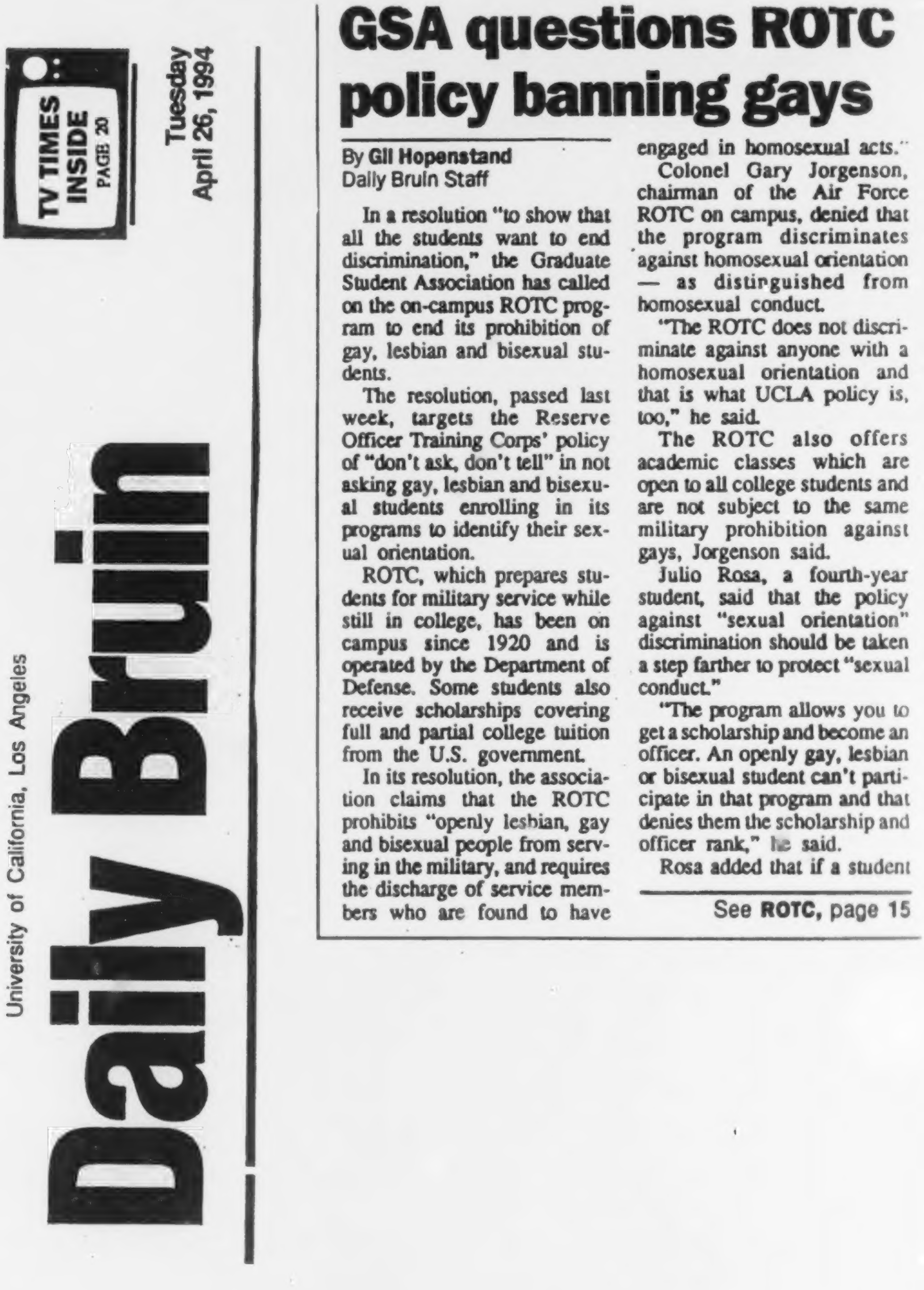
ectfully demands that the University should seek to change ROTC's discriminatory policies, and
nation policies by severing its ties with the ROTC program until such time as the
and

n Council requests of the Academic Senate that it take any and all actions necessary to enforce its

tt, Cultural Affairs Commissioner; Meri Harrison, Financial Supports Commissioner; Todd
nith, External Vice-President

d for by USAC

USAC
STUDENT
COUNCIL



Daily Bruin
University of California, Los Angeles
Tuesday
April 26, 1994
TV TIMES
INSIDE
PAGE 20

GSA questions ROTC policy banning gays

By **Gil Hopenstand**
Daily Bruin Staff

In a resolution "to show that all the students want to end discrimination," the Graduate Student Association has called on the on-campus ROTC program to end its prohibition of gay, lesbian and bisexual students.

The resolution, passed last week, targets the Reserve Officer Training Corps' policy of "don't ask, don't tell" in not asking gay, lesbian and bisexual students enrolling in its programs to identify their sexual orientation.

ROTC, which prepares students for military service while still in college, has been on campus since 1920 and is operated by the Department of Defense. Some students also receive scholarships covering full and partial college tuition from the U.S. government.

In its resolution, the association claims that the ROTC prohibits "openly lesbian, gay and bisexual people from serving in the military, and requires the discharge of service members who are found to have engaged in homosexual acts."

Colonel Gary Jorgenson, chairman of the Air Force ROTC on campus, denied that the program discriminates against homosexual orientation — as distinguished from homosexual conduct.

"The ROTC does not discriminate against anyone with a homosexual orientation and that is what UCLA policy is, too," he said.

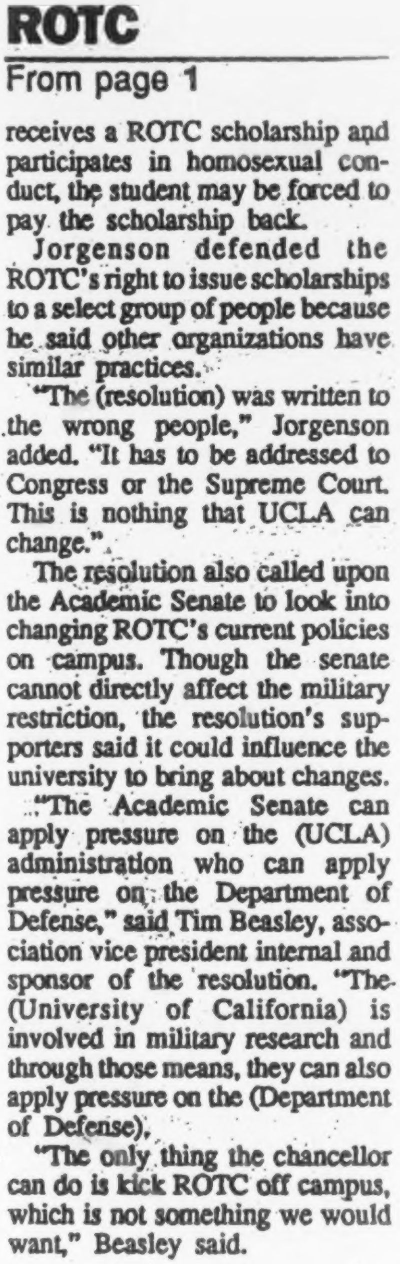
The ROTC also offers academic classes which are open to all college students and are not subject to the same military prohibition against gays, Jorgenson said.

Julio Rosa, a fourth-year student, said that the policy against "sexual orientation" discrimination should be taken a step farther to protect "sexual conduct."

"The program allows you to get a scholarship and become an officer. An openly gay, lesbian or bisexual student can't participate in that program and that denies them the scholarship and officer rank," he said.

Rosa added that if a student

See **ROTC,** page 15



ROTC

From page 1

receives a ROTC scholarship and participates in homosexual conduct, the student may be forced to pay the scholarship back.

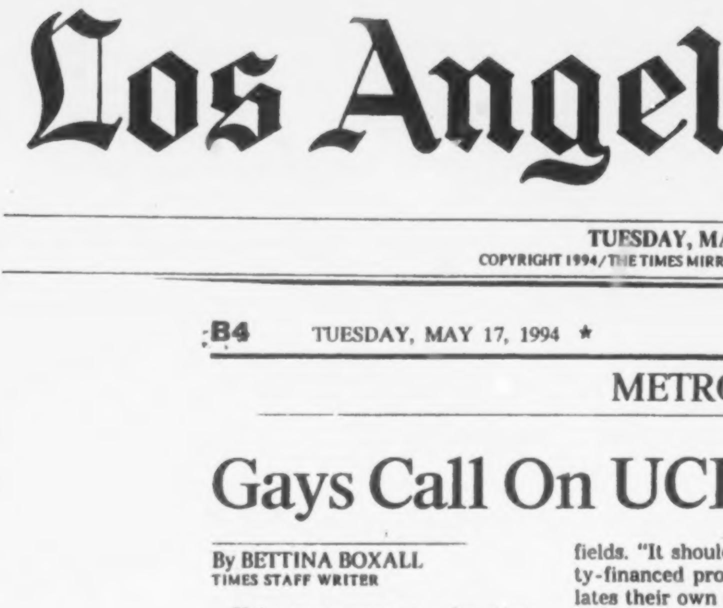
Jorgenson defended the ROTC's right to issue scholarships to a select group of people because he said other organizations have similar practices.

"The (resolution) was written to the wrong people," Jorgenson added. "It has to be addressed to Congress or the Supreme Court. This is nothing that UCLA can change."

The resolution also called upon the Academic Senate to look into changing ROTC's current policies on campus. Though the senate cannot directly affect the military restriction, the resolution's supporters said it could influence the university to bring about changes.

"The Academic Senate can apply pressure on the (UCLA) administration who can apply pressure on the Department of Defense," said Tim Beasley, association vice president internal and sponsor of the resolution. "The (University of California) is involved in military research and through those means, they can also apply pressure on the (Department of Defense).

"The only thing the chancellor can do is kick ROTC off campus, which is not something we would want," Beasley said.



Los Angel

TUESDAY, MA
COPYRIGHT 1994/THE TIMES MIRR

B4 TUESDAY, MAY 17, 1994 ★

METR

Gays Call On UC

By BETTINA BOXALL
TIMES STAFF WRITER

Using newspaper advertisements and a statement signed by a host of politicians and entertainment figures, gay rights advocates are pressuring UCLA administrators to drop the campus ROTC programs.

Although recruits to the Reserve Officers' Training Corps are no longer asked about their sexual orientation under new military regulations, openly gay cadets remain subject to discharge.

"What you have is an integral part of the university that has a 'no-gays-and-lesbians-need-apply sign,'" said David Mixner, who Monday released a "statement of conscience" signed by more than 2,000 local leaders in a variety of fields. "It shoul
ty-financed pro
lates their own
nation."

Advertisemen
tions of the UC
the Daily Bruin,
edition of the Ne
the university
cause it conflic
policy barrin
against gay men

About 150 U
enrolled in ROT
offer military tr
ships to cadets
tary service aft
university pro
classroom and
as secretarial se

ROTC spokes
ment except tha
by military poli

es Times

AY 17, 1994
OR COMPANY / CC† / 100 PAGES

O NEWS

LA to Drop ROTC

dn't be a universi-
gram since it vio-
policy on discrimi-

ts in today's edi-
LA campus paper,
and the West Coast
w York Times urge
o drop ROTC be-
ts with university
g discrimination
and lesbians.
CLA students are
C programs, which
aining and scholar-
in return for mili-
er graduation. The
vides ROTC with
office space as well
rvices.
men had no com-
t they were bound
ey. UCLA Chancel-

lor Charles E. Young's only response was to release a copy of a letter recently sent to the Department of Defense in which he urges the military to stop discriminating against gays.

According to Mixner, those supporting the protest include several Los Angeles City Council members, county Supervisors Gloria Molina and Yvonne Brathwaite Burke, state legislators and such entertainment industry figures as Whoopi Goldberg, Spike Lee, Steve Tisch, Alec Baldwin and Sharon Stone.

Efforts to drive ROTC programs off college campuses because of the military's anti-gay policies have been under way for years. A small number of universities, including several Ivy League institutions, have dropped ROTC as a result.

MEMORANDUM

TO: Foundation for Civil Rights

FROM: David Mixner, Tony Leonhardt

RE: Report on Freedom Project-Los Angeles

DATE: Aug. 3, 1994

INTRODUCTION:

Phase One of the Freedom Project has been completed and deemed extremely successful. We have accomplished our ultimate goal of awakening the community and the UCLA student body and administration to the partnership in discrimination between UCLA and ROTC. The following is a synopsis of the accomplishments of the Freedom Project thus far:

- In-depth research was performed and recorded regarding the status of ROTC on the campus of UCLA, how UCLA supports the program and how this support violates state and local discrimination laws as well as UCLA's own nondiscrimination policy.
- Key decision-makers and organizers have been enlightened to the principles of non-violent organizing and action in the spirit of Gandhi and King.
- The student body and administration of UCLA, as well as the Los Angeles community in general, have been made aware of the discrimination that is inherent to the ROTC program, that it is a major issue and that it is an issue that will continue to be addressed until justice is served. Student and community leadership has been enlisted and an organizing effort established to attain this goal.
- Full-page advertisements in both the New York Times and the Daily Bruin brought public attention to this blatant discrimination resulting in the signing of nearly 4,000 "Statements of Conscience" condemning UCLA's partnership with ROTC.
- The advertising campaign, as well as the organizing effort itself, has sparked favorable media interest generating a number of op-ed pieces, television news reports and stories in the local and campus newspapers.

- Several other schools in California and across the nation have already severed their ties with ROTC and our effort has drawn interest and inquiries from such campuses as the University of Minnesota, Georgetown University, Rutgers, the University of California-Santa Barbara and Brown University, to name a few.
- The Chancellor's office has acknowledged receipt of our letter outlining steps the University can take to end this partnership in discrimination. It is our hope that the Chancellor will take the summer to expedite their implementation. If, however, the University remains uncommitted to the removal of ROTC by the end of the fall semester, we are prepared to escalate our efforts.

As you can see, Phase one has accomplished the goal of creating awareness and action through non-violent organizing and the project is serving as a model for other universities interested in creating similar social change. We are now prepared to move into Phase Two of the Freedom Project.

Phase Two (September 1994 - January 1995)

Phase two will begin the process of taking this new awareness and turning it into the first steps of non-violent action. A strong and promising coalition has been established among business, political, spiritual, entertainment industry, campus and community leaders both gay and non-gay to continue the movement. As the semester begins we intend to remind the students of the discrimination with an intense blitz of informational literature, advertisements, T-shirts, buttons, etc. We will emphasize the fact that UCLA does not have the ability to change national policy but that UCLA does have the power to terminate its relationship with ROTC because of this discriminatory policy. Such an action, should it became a national trend, could have a serious impact on national policy regarding gay and lesbian rights.

It is important to understand that we have a new obstacle to face in this semester of organizing. It appears that the United States Congress will succeed in passing legislation which will punish universities that remove ROTC from their campuses - if ROTC is removed because of discrimination based on sexual orientation. This will in turn create a policy of officially sanctioned, forced discrimination on student communities around the country. The universities of our country will now be legally forced to discriminate by the United States government. This will create great concern among the students and educators of this nation, quite possibly giving a sense of urgency to our endeavors.

Steps that will be implemented in the fall semester include a series of actions designed to attract people to our cause. These actions are not about expressing anger at the injustice but about building a powerful coalition dedicated to working toward justice. These actions are designed to make it easy for concerned newcomers to join us in taking the first step towards fighting discrimination. Once we have them committed to creating change then we will feel comfortable in asking them to make even greater sacrifices, should the need arise.

Other activities that have been discussed by those involved with the organizing include weekly University vigils, teach-ins, rallies, "zaps" (small, quick actions that are not offensive but will serve as daily reminders of the ROTC issue), a possible music festival, op-ed pieces and paid advertisements in the Daily Bruin and other local publications

We will hold the vigils on a weekly basis, on the same day and at the same hour. Our goal is to have not only student and faculty participation but to also have the Los Angeles community join in, as well. We hope to include the entertainment industry, the gay and lesbian community, religious leaders and organizations, the business community, etc. We realize that on some days we may only have a few people holding vigil while on other days we may have large numbers as we enlist entire groups to join our protest.

Additional rallies, teach-ins and art and music festivals will be organized as a means to draw mass support and further educate the community. We will attempt to draw maximum exposure both on and off campus. We are hopeful that these events will evoke a passionate response - a response that will make the voice of those seeking justice to be heard clearly in the halls of power.

A further educational tool is an organizer training seminar that is taught each semester and sponsored, in part, by the student government. The purpose of this seminar is to teach students the skills needed to organize around an issue. This semester the Freedom Project will be co-sponsoring the seminar. As a result, the entire program will be built around the ROTC-UCLA partnership. We hope to enlist a whole new group of enthusiastic, hard working student leaders and activists, educating them on this issue, ensuring that they understand its importance and giving a whole new generation a commitment to fighting in Justice.

Time Line:

September 1, 1994:	have agreement from all parties on strategy for Phase Two. have agreement on timeline. have agreement on assignments and responsibilities.
September 15, 1994:	have materials and products ready. have outline of first Bruin ads. have training session outline completed and in place. have a statement to be signed by University leadership.
September 30, 1994:	first ads have run in the Daily Bruin, Frontiers, and Gay & Lesbian Times. continue circulating statement for University leadership. distribution of materials and products on campus. gay and lesbian community mailing urging support.
October 15, 1994:	organizing workshop completed. vigils begin on Oct. 11, 1994 (National Coming Out Day) 12:00 noon and every Tuesday thereafter. rally/festival/teach-in organized for COD. ads in Hollywood Reporter, Variety, Frontiers, Lesbian News and Gay and Lesbian Times to bring attention to and enlist support for the vigils.
October 30, 1994:	second set of ads run.

vigil continues on Tuesdays.
press conference with statement by University leadership.

November 15, 1994: action at Board of Regents meeting.
action at Chancellor's office.
third set of ads run.
teach-in/rally/festival organized.

November 30, 1994: last set of campus actions.
vigil ends with major rally.
last ad of Phase Two is run.

Dec. - Jan.: evaluation of Phase Two
if deemed necessary, preparation for Phase Three.

Budget:

Field Organizers (Six Months)	$15,000
Media Ads	10,000
Literature/Mailings/Products	3,000
Media/Press Conference Production	3,000
Materials	3,000
Organizing Seminar	3 000
Total	$37,000

UCLA Coming Out Week 1994
Calendar of Events *(Continued)*

Wednesday, Oct. 12

Noon - 1 p.m. **Domestic Partnership Rally:** *Love Sees No Gender*
Assemblyman Richard Katz (D-Sylmar), author of AB 2810
Jeff Horton, member, Los Angeles City Board of Education
Laurie McBride, executive director, Life AIDS Lobby
Westwood Plaza

2 - 3:30 p.m. AIDS/HIV Panel
with **Dr. W. David Hardy**, UCLA Clinical AIDS Research and Education Center
School of Medicine Room 13-105

3:30 - 5 p.m. UCLA LGB Studies/Curriculum Update
with **Eloise Klein Healy**, author, Antioch University faculty
Ackerman Room 2412

7 - 8:30 p.m. Lambda Alumni Panel
Faculty Center, Sierra Room

Thursday, Oct. 13

12 - 1 p.m. **ROTC Discrimination Rally:** *Don't Ask... Tell!* with Special Guests:
U.S. Navy Lt. Tracy Thorne and **U.S. Army Sergeant Jose Zuniga**
Westwood Plaza

4 - 5:30 p.m. Civil Rights/Legal Issues Panel: *And Justice for All*
with **Jon Davidson**, senior staff counsel, ACLU
Law School Room 1430

5:30 - 7:30 p.m. Family Issues Panels
Part I - Domestic Partnership and Marriage
with **Laurie McBride**, executive director, Life AIDS Lobby
Part II - Parenting
Law School Room 1357

7 p.m. -... Movie Night
"Go Fish" and "The Adventures of Priscilla: Queen of the Desert"
Ackerman Grand Ballroom

8 p.m. -... Rap: Diversity in the LGB Community
Linda Garnets (Moderator), UCLA faculty, Psychology Department
Griffin Commons South Bay Room

Friday, Oct. 14

5:30 - 7 p.m. *Life is a Cabaret...* Comedy, Songs, Poetry and More
with comedian **Lynda Montgomery** and cast members performing
excerpts from*The Ballad of Little Mikey*
UCLA Cooperage

9 p.m. -... Movie Night
"Go Fish" and "The Adventures of Priscilla: Queen of the Desert"
Ackerman Grand Ballroom

9 p.m. -... NCOW Celebration Party: *Shake Your Pride Thing!*
Sunset Canyon Recreation Center Vista Room

Tues., Oct. 11, 1994

12 - 1pm	National Coming Out Day *Out & Proud* Rally Lorri Jean, David Mixner, Bruce Hayes, Amanda Bearse, Sheila Kuehl, UCLA students, faculty, staff, and alumni (guest speakers), Lynda Montgomery (emcee) Westwood Plaza (Lots 4, 6, 8)
1 - 2pm	Post-NCOD Rally Press Conference Westwood Plaza (Lots 4, 6, 8)
4 - 5:30pm	Sue Ellen Case: *Performing Lesbian in the Age of Technology* Kinsey Hall Room 288 (Center for the Study of Women) (Lot 2)
5:30 - 7pm	UCLA LGB Open House Ackerman Grand Ballroom (Lots 4, 6, 8)
7:30 - 9pm	*Water Polo in the Gay '90s* Team UCLA vs. West Hollywood Aquatics Team (1994 Gay Games Champion) Bruce Hayes (guest athlete) Men's Gym Pool (Lots 4, 6, 8)

Wed., Oct. 12, 1994

12 - 1pm	Domestic Partnership Rally: *Love Sees No Gender* Westwood Plaza (Lots 4, 6, 8)
2 - 3:30pm	AIDS/HIV Panel Dr. W. David Hardy (guest speaker) School of Medicine Room 13-105
3:30 - 5pm	UCLA LGB Studies Program Update (Faculty & Students) Eloise Klein Healy (guest speaker) Ackerman Room 2412 (Lots 4, 6, 8)
7 - 8:30pm	Lambda Alumni Panel: *After School Special: Out at Work* Faculty Center Sierra Room (Lot 2)

Thurs., Oct. 13, 1994

12 - 1pm ROTC Discrimination Rally: *Don't Ask... Tell!*
UCLA speakers, U.S. Army Sergeant Jose Zuniga, U.S. Navy Lt. Tracy Thorne
Westwood Plaza (Lots 4, 6, 8)

4 - 5:30pm Civil Rights/Legal Issues Panel: *And Justice for All*
Jon Davidson (panelist)
Law School Room 1430 (Lot 2)

5:30 - 7:30pm Family Issues Panel (Part I - Parenting; Part II- Domestic Partnership)
Laurie McBride (panelist)
Law School Room 1357 (Lot 2)

7pm-... Movie Night: *Go Fish* and *The Adventures of Priscilla: Queen of the Desert*
Ackerman Grand Ballroom (Lots 4, 6, 8)

8pm-... Rap: Diversity in the LGB Community
Linda Garnets (Moderator)
Griffin Commons South Bay Room (Lot 11)

Fri., Oct. 14, 1994

5:30 - 7pm *Life is a Cabaret...* Comedy, Songs, Poetry and more
Lynda Montgomery (comedian) and cast members from "Ballad of Little Mikey"
UCLA Cooperage (Lots 4, 6, 8)

7pm-... Movie Night: *The Adventures of Priscilla: Queen of the Desert* and *Go Fish*
Ackerman Grand Ballroom (Lots 4, 6, 8)

9pm-... NCOW Celebration Party: *Shake Your Pride Thing!*
Sunset Canyon Recreation Center Vista Room (Lot 11)

UCLA COMING OUT WEEK

October 8 - 14, 1994

c/o Dr. Shane Que Hee
P.O. Box 168
308 Westwood Plaza
UCLA
Los Angeles, CA 90024-1647

(310) 281-8957

PRESS RELEASE

For Immediate Release
September 1994
Telephone: (310) 281-8957

Press Contacts: Matt Pearson
Voltaire Tinana
E-Mail: izzy361@mvs.oac.ucla.edu

LOS ANGELES — A week-long slate of activities will take place on the UCLA campus to celebrate National Coming Out Day, October 11, 1994. **UCLA Coming Out Week** will be the nation's largest and most diverse commemoration of National Coming Out Day, which aims at celebrating the self-empowering process of declaring proudly and honestly one's sexual orientation. From October 8-14, UCLA will play host to a wide range of activities, including a Lesbian and Gay Volleyball Tournament, numerous panel discussions on gay issues, protests against ROTC discrimination and Gov. Pete Wilson's recent veto of the Domestic Partnership Bill, and an "Out and Proud Rally." Participating in the week's events will be activist David Mixner, comedian Lynda Montgomery, swimmer Bruce Hayes, actress Amanda Bearse, US Army Sgt. Jose Zuniga, US Navy Lt Tracy Thorne, candidate Sheila Kuehl, and many others.

National Coming Out Day, begun in 1987 by Rob Eichberg, has been observed as a holiday every year since by gays, lesbians, and bisexuals throughout the country. Coming Out Week is a time to take pride in one's identity - to "come out of the closet" to one's family, colleagues, and friends. In the oppressive atmosphere of both external and internal homophobia, the price of disclosing one's sexual orientation can be costly. But National Coming Out Day and UCLA's Coming Out Week programs seek to show that the benefits of being "out" far outweigh the risks. The events of UCLA's Coming Out Week will also make UCLA's lesbian, gay, and bisexual (LGB) community more visible to the dominant majority, having a positive effect on heterosexual attitudes both on campus and outside of it.

UCLA's Coming Out Week begins with "Spike for Pride", the 1994 Lesbian and Gay Volleyball Tournament. Over 25 teams from across the country will compete in this third annual tournament.

National Coming Out Day, October 11, will feature some of the week's most important events. The day begins with the unveiling of "The Out List" in the campus newspaper, the "Daily Bruin." The advertisement will list hundreds of names of students, faculty, staff, and alumni who have agreed to proudly come out to the whole university community, and invite others who are still in the closet to come out as well. At noon, comedian Lynda Montgomery will emcee the "Out and Proud Rally" in Westwood Plaza on campus. She will present special guest speakers Lorri Jean (executive director of the L.A. Gay and Lesbian Community Services Center), David Mixner (former campaign adviser to President Clinton and leading spokesperson for lesbian, gay, and bisexual rights), Bruce Hayes (Olympic and Gay Games gold medalist swimmer), and Sheila Kuehl (law professor, candidate for California State Assembly, and former star of TV's "Dobie Gillis"). Both Kuehl and Hayes are UCLA alumni. Faculty, staff, graduate and undergraduate students will also speak. During the rally, the National Coming Out Day Office will be presenting the Dick Sargent Award - established in memory of the late actor - to Amanda Bearse of TV's "Married with Children." Other events will also be held October 11. Artist and professor Sue Ellen Case will give a talk and performance entitled "Performing Lesbian in the Age of Technology." Bruce Hayes will open a groundbreaking water polo match between Team UCLA and the Gay Games IV champions, the West Hollywood Aquatics Team.

Another important rally will be held on Wednesday, October 12, to protest Gov. Pete Wilson's veto of AB 2810, the Domestic Partnership Bill. A dramatic protest act will end this rally. The subject of the protest on Thursday, October 13, shifts to discrimination against gays and lesbians in the military and in the campus ROTC program. Among the speakers at this rally will be US Navy Lt. Tracy Thorne and US Army Sgt. Jose Zuniga, both prominent voices in the struggle over the issue of being openly gay in the military.

Throughout the week many other activities will be held to benefit both UCLA and the community at large. A "town meeting" on Monday will explore the state of the LGB community at UCLA, and will wrap up with a live dedication call-in to KOST-FM, a radio station that just recently lifted its ban on same-sex song dedications. An informal rap on Thursday will allow for further discussion of diversity within the lesbian, gay and bisexual community. Following the rally on Tuesday there will be an open house mixer with representatives and information from campus and community groups. Panels on numerous topics, including domestic partnership, parenting, religious, civil rights and legal issues, AIDS/HIV and the current development of a Lesbian, Gay, and Bisexual Studies curriculum at UCLA, will be offered throughout the week. Movie nights are scheduled for Thursday and Friday, with "Go Fish" and "The Adventures of Priscilla, Queen of the Desert" showing each night. A cabaret night, featuring excerpts from the musical "The Ballad of Little Mikey," and a dance will culminate the week's activities on Friday.

For dates, times and information about these events, please see the UCLA Coming Out Week schedule. Publicity information for the Coming Out Week activities is also going high tech. Updated information will be made available to computer users on the Internet via a WWW server at **http://solana.janet.ucla.edu:1234**. Schedule of events, event descriptions, files for download and the Coming Out Week color logo can all be found in UCLA's queer cyberspace.

The events of UCLA Coming Out Week have been generously supported by the UCLA Gay and Lesbian Alliance (GALA), the Lambda Graduate Student Network, the Lesbian and Gay Faculty/Staff Network, UCLA Lambda Alumni, the UCLA Chancellor's Advisory Committee on the Gay and Lesbian Community, the Center for Student Programming and the Campus Programs Committee, the Graduate Student Association, David Mixner, the L.A. Gay and Lesbian Community Services Center, and the National Coming Out Day Office (Washington DC).

All events are free and open to the public.

Chapter 14:

Domestic Partner Benefits

By Curtis F. Shepard, Ph.D.

Introduction

There is an increasing awareness in this country that the definition of "family" must expand to include a diversity of relationships. Many cities and counties, along with a growing number of private sector employers, are responding to this diversity through enactment of domestic partnership legislation, policies and recognition in employee benefits packages.

Where colleges and universities were once the vanguard force in movements for equality and social change, we now witness many of those institutions slowly following the lead of their local jurisdictions and corporate America in changing policies that discriminate against non-traditional families.

While a growing number of campuses across the country (approximately 200 as of Spring 1995) include sexual orientation and marital status in their anti-discrimination or equal opportunity statements, most have not come to grips with the institutionalized discrimination perpetuated by the policies that govern everyday campus life. Lesbian and gay couples are routinely denied access to campus family housing, for instance, because their relationships do not have the standing in law that marriage bestows. Likewise, non-traditional families are not included in the policies that provide for bereavement, sick and parental leave and access to health services and insurance, even though their needs are the same as those of "traditional" families.

These forms of discriminatory treatment result in differential compensation for employment and unequal access to university facilities that often violates the spirit of the institution's EEO policy.

Background

The term "domestic partner" (DP) has in recent years become a regular feature of the vocabulary of lgbt people. But what does the term really mean?

First, it is a governmentally sanctioned institution that people can "join." For instance, in West Hollywood, San Francisco, and New York, once a lesbian or gay couple have met some criteria that establishes the long-term legitimacy of

---

This chapter, which focuses on organizing for *health* benefits for domestic partners, is a compilation of information from Lambda Legal Defense and Education Fund (Special thanks to Amelia Craig, former Managing Attorney, LLDEF Western Regional Office), Hollywood Supports, the University of Minnesota, Stanford University and the University of California.

their relationship, usually based on shared residency and financial interdependence, they pay a fee and they are declared by their municipality as domestic partners.

Second, the term may describe a relationship or an alternative family structure that is increasingly used by employers for determining employee benefits. There may or may not be a link between these two definitions. For example, Apple Computer offers DP benefits to employees without requiring a government document; the company has its own criteria and requires its own documentation. Further, there is a difference between what government can offer domestic partners and what employers can offer.

Insofar as laws and benefit systems in this country center on one's marital status, unmarried and partnered employees are being compensated less than married employees, which is a direct form of discrimination based on marital status, sexual orientation and gender.

Government may provide official recognition of an alternative family structure — a structure in which the people involved have formally agreed to take responsibility for each other. DP organizing is thus based on the belief that those who are willing to take responsibility for each other should be entitled to the rights that come with those responsibilities. So, if a man takes responsibility for his male lover's medical expenses and they have joint finances, when one gets sick and his insurance runs out, the other's insurance should cover him. Conversely, if a woman hasn't ever taken any responsibility for her lover's children, she should not expect to receive parental rights. In this vein, domestic partners may be thought of as a benefit to the state: the responsibility for taking care of people is removed from the state — instead they are provided for within a family structure.

Employers, on the other hand, may offer benefits to domestic partners. For some years, gay and lesbian people have been demanding the same benefits that married people get and increasing numbers of employers have granted such benefits, often in accordance with their nondiscrimination policies in cases where these policies specify that the company (or the institution) does not discriminate on the basis of gender, marital status or sexual orientation.

Because the workplace is where many Americans spend a majority of their day, it is considered an important frontier for organizing in support of lgbt equality, especially in light of recent political developments, which suggest that legislative solutions to anti-lgbt discrimination are a long way off. Equality is more likely to be achieved workplace by workplace, community by community.

Campuses are an important part of this; the same explosion of organizing over the last five to ten years has led to the formation of hundreds of campus organizations. The NGLTF data base contains information about 1200 such groups, most of which are student organizations, but a growing number of which have been established by faculty and staff. Experience shows that the number one issue for these faculty-staff groups is domestic partner benefits.

More Background: DP in Context of the LGBT Movement

The American family is becoming increasing complex and diverse. According to the 1990 census, only 10.2% of the nation's 95 million households fit the "traditional" definition of family — 2 parents living with their children. By contrast, in 1970, this figure was 40%. In reality, American households can be comprised of one parent, two working parents, a step parent or parents, foster families, extended families, unmarried couples living together with children from other relationships and with children in common, same-gender couples with and without children, and single person households. And yet, benefit structures at most companies and on most college and university campuses continue to operate as though the lives of most of their employees fit the "traditional" mold. Currently "fringe" benefits can account for up to 1/3 of employment compensation and the institution of marriage determines which workers and which citizens are accorded what level of compensation.

> ***Where colleges and universities were once the vanguard force in movements for equality and social change, we now witness many of those institutions slowly following the lead of their local jurisdictions and corporate America in changing policies that discriminate against non-traditional families.***

Insofar as laws and benefit systems in this country center on one's marital status, unmarried and partnered employees are being compensated less than married employees, which is a direct form of discrimination based on marital status, sexual orientation and gender.

Recently, a number of municipalities and private employers, including some 30 colleges and universities, have recognized that reliance on marriage as a precondition for benefits excludes many employees' families — and have taken action to remedy this inequity through offering legislation and policies that champion the notion of "domestic partnership."

Definition of DP

The term "domestic partner "is generally defined as: two people who share a primary residence, are financially and emotionally interdependent, and have an intimate relationship including a commitment to caring for each other's needs. In some jurisdictions and workplaces, despite the lack of state or federal guarantees, employees who meet this definition may obtain a variety of benefits, including:

- ▼ health insurance;
- ▼ pension plan benefits;
- ▼ survivors' benefits;
- ▼ family leave policies for bereavement, illness, child care, "paternity;" part-time policies for child-rearing or care of elderly parents;
- ▼ retirement benefits;
- ▼ company parties and retreats;
- ▼ life insurance;

- sickness/disability benefits;
- relocation compensation and counseling;
- tuition assistance for spouses and children;
- discounts on company goods and services;
- use of company cars;
- company, campus housing;
- paid parking; and
- access to health care reimbursement accounts.

Current Status of Employee DP Health Benefits

According to Hollywood Supports, over 200 organizations, institutions, and municipalities offer DP health benefits, including over 30 campuses (both private and public institutions, see Appendix A, p 276). Nearly 60 campuses offer other types of "soft" benefits, those that have little or no financial impact on the institution, such as library cards and recreation center privileges. NOTE: Often it is wise for campus organizers to work toward the adoption of these non-monetary benefits before pushing the institution to provide benefits, like health insurance that could have an economic impact.

Domestic Partner Organizing Suggestions

Although, as indicated previously, the focus of this section is on organizing for health benefits for the domestic partners of college and university employees, the following suggestions may be applied to other related efforts, such as opening family student housing and/or offering tuition benefits to domestic partners.

Key elements include:

- **The Non-discrimination Policy.** A prerequisite for successful DP organizing on campus is an expressed institutional policy barring discrimination in employment (including compensation) on the basis of gender, sexual orientation or marital status. Where such a policy is in place, were the institution to pay a different cash salary to employees based on their gender, marital status or sexual orientation, it would clearly violate the institution's nondiscrimination policy. The discriminatory effect of a benefits program that does not recognize domestic partners is identical.

  With the nondiscrimination policy in place, the institution has implicitly committed itself to treat domestic partnerships as equivalent to marriage.

  While the policy may or may not have legal force in determining benefits, it definitely has moral force. To conclude otherwise is to conclude that while gay and lesbian employees are entitled to equal treatment and respect with married employees, the intimate, long-term committed relationships they form are not.

  See Chapter 7, p. 161, for organizing strategies aimed at including sexual orientation in campus nondiscrimination policies.

- **Research.** The case you make to the appropriate college or university officials regarding health benefits for domestic partners will ideally be based on solid, well-presented information, including:

  1) an analysis of current campus benefits and related policies;
  2) documentation of instances of discrimination on the campus;
  3) testimonials by individuals negatively affected by current benefits policies;
  4) benefits policies at other, similar higher education institutions; and
  5) a cost analysis

Successful strategies have often been built around studies (ideally commissioned by the Chancellor or President) on the general quality of life for lgbts on the campus. The University of Minnesota report, Breaking the Silence, is an excellent example of such a report, which concluded with a series of recommendations, including a call for domestic partner health benefits (See Appendix B, pp. 277-278). This recommendation, along with several others, was adopted by university officials. A similar report was produced by The University of Colorado, Boulder (Report of the Chancellor's Task Force on LGB Issues). (Contact information for obtaining copies of these reports is listed in Appendix C, p. 279.)

- **The Competitive Argument.** In order to recruit and retain outstanding employees, the college or university must provide a competitive package of salary and benefits. The key is to develop a case that demonstrates various ways in which the institution, by not offering DP benefits, is at a competitive disadvantage in the recruitment and retention of outstanding faculty (based on benefits offered by like institutions competing for the same pool of faculty) and staff (based on benefits offered by other employers in the local area).

Anticipating Arguments Against DP Benefits

1) Cost — Won't it be expensive?

a. Cost should not be considered. An underlying principal is that the denial of DP benefits constitutes a denial of equal pay for equal work; cost is no defense to such discrimination.

b. The cost is very little. In cases where DP benefits have been offered, the cost has been less than anticipated. According to Lambda Legal Defense and Education Fund, virtually all cost analyses undertaken — by the federal government, Stanford, University, the City of West Hollywood, and Levi Strauss — have shown costs of including DPs in their benefits plans to be minuscule (between 0.5% and 3% of total benefits costs).

The primary reason for these low costs is low enrollment due to the fact that statistically there are relatively few employees with domestic partners and fewer still with partners who do not have their own benefits. Another explanation for low enrollment is the closet. In order to apply for benefits, one naturally must reveal himself or herself to be gay or lesbian, which, due to the still prevalent social stigma surrounding homosexuality, many are unwilling to do, particularly in the workplace.

c. Finally with regard to cost, there is a case to be made that offering DP benefits may actually increase productivity through promoting workplace morale and stability. In short, goes the argument, the happier and more secure a person is in his or her job, the more productive he or she will be.

In the campus setting, where productivity is not necessarily measured in strictly monetary terms, this argument may still be applied.

2) What about HIV/AIDS?

a. As Lambda Legal Defense and Education Fund has pointed out, as a matter of justice, this concern is also irrelevant. Further, we don't decide who receives coverage based on cost for anyone else. For instance, we don't decide not to cover wives because they get pregnant.

b. Costs associated with HIV and AIDS have also proven to be low, largely for reasons described above, but also because those who opt for benefits are no more likely to be infected with HIV than the general population. Further, the lowest incidence of HIV infection is among lesbians. And finally, recent medical advances have resulted in HIV and AIDS being decreasingly likely to require prolonged hospitalization, making the cost of lifetime AIDS treatment lower than costs associated with cesarean section births, heart disease and many common forms of cancer.

3) What about Fraud?

a. At base, there is no reason to assume that more fraud or abuse occurs among unmarried employees than exists among those who are married. The potential for sham marriages, for instance, stems from the fact that people are seldom asked to produce a marriage certificate.

b. There is a further disincentive to fraud in that employees must specify one person to receive their benefits and that many people are reluctant to identify themselves to their employers as gay or lesbian. This means that it would be unlikely for an employee to claim a homosexual relationship falsely.

c. Most benefits programs that cover domestic partners require affidavits, which generally make the employee liable for the cost of benefits in the event of fraud. The following criteria are typically used to determine the legitimacy of domestic partnerships for purposes of establishing eligibility for benefits:

- ▼ the couple live together;
- ▼ the couple is jointly responsible for household expenses;
- ▼ the couple is financially interdependent;
- ▼ the couple is not related by blood to a degree of closeness that would prohibit legal marriage;
- ▼ the couple are both at least the age of consent in the state in which they reside;
- ▼ a person can have only one partner and cannot be married; and
- ▼ if the partnership ends, a new partner cannot be covered for some specified period of time.

(See sample affidavit, Appendix D, pp 280-281.)

4) What if the Institution's Insurance Carrier Refuses to Provide Coverage?

a. In cases where the group plan does not cover DP's, some employers have allowed employees to negotiate directly with the insurance company, or they've come up with some other interim, compromise solutions.

b. According to Hollywood Supports, insurers now offering DP coverage on a fully insured basis, at least in parts of the country, include CIGNA, Aetna, Prudential, Blue Cross, Pacificare, Kaiser and Vision Service Plan.

5) Should Heterosexual Domestic Partners Be Eligible for Benefits?

After much discussion and debate on this issue, Stanford University decided to offer health benefits to lesbian and gay domestic partners only, having concluded that: *The argument for covering heterosexual domestic partners not withstanding the availability of marriage is that for some heterosexual partners, the choice not to marry reflects a political or ideological opposition to marriage, not merely the absence of commitment. The argument that the university ought not penalize such political or ideological convictions is reasonably powerful. But we believe the argument that it ought not penalize the long-term relationships of those (gay and lesbians) who do not have the option to marry is all the more compelling.*

6) What About Marriage?

NGLTF and Lambda Legal Defense and Education Fund, along with other lgbt organizations, are pushing for both marriage and DP benefits. They admonish, however that the two are not synonymous. Not all lesbian and gay people want to get married. Domestic partnership, as an alternative family structure, is freed from the religious associations that accompany the institution of marriage, which many people reject. This does not mean, however, that they should be discriminated against in employment compensation or benefits.

Photo © 1995 Rose Masterpol

Higher Education Institutions Offering Medical/Health Domestic Partner Benefits

(Partial list compiled by NGLTF Campus Project, Updated 4/95)

Albert Einstein College of Medicine American University, Washington, DC
Antioch College, Yellow Springs, OH
City University of New York, New York, NY
Clark University, Worcester, MA
Colby College, Waterville, ME
Columbia University, New York, NY
Cornell University, Ithaca, NY
Hamilton College, Clinton, NY
Harvard University, Cambridge, MA
Massachusetts Institute of Technology, Cambridge, MA
Middlebury College, Middlebury, VT
New York University, New York, NY
Northeastern University, Boston, MA
Pitzer College, Pomona, CA
Pomona College, Pomona, CA
Princeton University, Princeton, NJ
Simmons College, Boston, MA
Smith College, Northampton, MA
Stanford University, Palo Alto, CA
Swarthmore College, Swarthmore, PA
Tufts University, Medford, MA
University of Chicago, Chicago, IL
University of Iowa, Iowa City, IA
University of Michigan, Ann Arbor, MI
University of Minnesota, Minneapolis, MN
University of Pennsylvania, Philadelphia, PA
University of Vermont, Burlington, VT
Wellesley College, Wellesley, MA
Wesleyan University, Milton, CT
Williams College, Williamstown, MA
Yale University, New Haven, CT

Sample Recommendation
University of Minnesota
DOMESTIC PARTNER BENEFITS RECOMMENDATION
University of Minnesota System

Recommendation:

It is the recommendation of the Personnel and Benefits Subcommittee of the Select Committee on Lesbian, Gay and Bisexual Concerns and the Work Group on Domestic Partners that:

* the University of Minnesota system implement domestic partnership registration for same sex couples, and that

* benefits and privileges extended to the families of married employees/students also be extended to the families of registered same sex domestic partners and that

* the definition of "eligible dependent" for the purpose of health care coverage be interpreted to include the domestic partner and the children of either the employee/student or the partner, and that

* the attached affidavit and registration procedures be used to register domestic partnership relationships at the University of Minnesota.

Specific Benefits:

Benefits would include but not be limited to:
1) health care insurance (medical, dental and vision),
2) resident tuition for same sex registered domestic partners,
3) recreational sports membership,
4) housing benefits,
5) sick and bereavement leaves,
6) child care services,
7) comparable retirement plans.

The intent is to provide the same benefit package to both married employees/students and same sex registered domestic partner employees/students. As privileges and benefits would change for married employees they would similarly change for same sex registered domestic partners.

Eligibility:

Faculty, academic professionals, civil service, bargaining unit, graduate students and undergraduate students of the University of Minnesota system are eligible. The privileges and benefits that are provided

Definition:

This recommendation is intended to cover the relationship of same sex domestic partners and not roommates. Domestic partnership has been defined in a variety of ways by different organizations, but a certain common thread runs through all the definitions. Generally speaking, a domestic partnership is defined as two individuals of the same gender who are in a committed relationship of indefinite duration with an exclusive mutual commitment similar to marriage. The partners share the necessities of life and agree to be financially responsible for each other's well-being, including living expenses. It should be noted that domestic partners are not married to anyone else and do not have another domestic partner. Domestic partners may not be related by blood.

Domestic Partner Benefits Resources

Breaking the Silence: Final Report of the Select Committee on Lesbian, Gay and Bisexual Concerns, University of Minnesota, November 1, 1993. Contact Beth Zemsky, Coordinator, Gay, Lesbian, Bisexual, Transgender Programs Office, 429 Walter Library, 117 Pleasant St. S.E., Minneapolis, MN 55455-0110; phone 612/626-9765; fax 612/626-9622; email zemsk002@maroon.tc.umn.edu.

Hollywood Supports, 8455 Beverly Blvd., Ste. 305, Los Angeles, CA 90048; phone 213/655-7705; fax 213/655-0955; email hsupports@aol.com

Negotiating For Equal Employment Benefits: A Resource Packet, Lambda Legal Defense And Education Fund, 1994. National Office, 666 Broadway, New York, NY 10012; phone 212/995-8585; fax 212/995-2306. Western Region Office, 6030 Wilshire Blvd., Ste 200, Los Angeles, CA 90036; phone 213/937-2728; fax 213/937-0601. Midwest Region Office, 17 East Monroe, Ste. 212, Chicago, IL 60603; phone 312/759-8110; fax 312/641-5454

Proposal to Extend Benefits to Domestic Partners at the University of Denver, Submitted by the University of Denver Domestic Partnership Task Force, March, 1995. University of Denver, Denver, CO 80208

Report of the Subcommittee on Domestic Partners' Benefits, Submitted by the University Committee on Faculty and Staff Benefits, Stanford University, June, 1992. Stanford University, Stanford, CA 94309

University of Minnesota
DECLARATION OF DOMESTIC PARTNERSHIP

Employee/Student__________________ Social Security Number___ ___ ___
I.D. Number__________________
Partner ____________________

Partner's Dependent Children
Names Birthdates

____________________ ________________
____________________ ________________
____________________ ________________

We the undersigned declare that we are domestic partners, as established by the following criteria:

1) We are engaged in a long-term committed relationship and intend to remain together indefinitely;
2) We are not married and neither of us has any other domestic partners;
3) We are the same gender and for this reason we are unable to marry each other under Minnesota law;
4) We are at least 18 years of age and have the capacity to enter into a contract;
5) We share a residence;
6) We are jointly responsible to each other for the necessities of life. If asked, we could produce documentation of at least three of the following items as evidence of our joint responsibility:
    a. Joint mortgage or joint tenancy on a residential lease;
    b. Joint bank account;
    c. Joint liabilities, e.g., credit cards or car loans;
    d. Joint ownership of significant property, e.g., cars;
    e. durable property or health care powers of attorney;
    f. Naming each other as primary beneficiary in wills, life insurance policies or retirement annuities;
    g. Written agreements or contracts regarding our relationship showing mutual support obligations or joint ownership of assets acquired during the relationship;
7) We are not related by blood closer than permitted under Minnesota marriage laws; and
8) The children identified above qualify as dependents under IRS regulations.

We agree to notify the University of Minnesota within thirty (30) days of the termination of our domestic partnership under the above criteria by filing a Notice of Termination of Domestic Partnership with ____________________. We understand that an individual cannot register another domestic partner for six months following the filing of a Notice of Termination of a Domestic Partnership.

We understand that a false declaration of a Domestic partnership or failure to inform the University of Minnesota of the termination of a domestic partnership in a timely fashion may result in disciplinary action of an employee or student up to and including termination or dismissal. We agree that in the event of a false declaration, the University of Minnesota may recover damages for all losses and reasonable attorneys' fees incurred by the University to recover such damages.

We acknowledge and understand that the University of Minnesota has advised us to consult with an attorney regarding the legal consequences of signing this declaration.

We provide this information for the sole use of the University of Minnesota and for the sole purpose of determining our eligibility for domestic partner benefits provided by the University of Minnesota. If we do not provide this information, we understand we will not be eligible for domestic partner benefits. We understand that this affidavit constitutes private information under the Minnesota Government Data Practices Act, Ch. 13, and will not be disclosed to anyone outside of the University of Minnesota except as authorized under the terms of that Act.

________________________ Signature of Employee/Student	________________________ Signature of Partner
Date:____________________	Date:____________________

Chapter 15:

Organizing For LGBT Studies

Edited By Curtis F. Shepard, Ph.D.

Introduction

An important aspect of the increased awareness of lgbt concerns on college and university campuses is the increasing interest among students and academics alike in scholarship related to the lgbt experience. As a result, courses taught from a lgbt perspective are being offered with greater frequency. By incorporating lgbt points of view into courses in literature, art, history, psychology, sociology and so forth, students are able to gain new perspectives on these areas of inquiry. Further, lgbt students are able to see themselves and their experiences reflected and represented in courses of study. We have come to a time when the lives of lgbt people are finally being represented in academic fields and institutions that have historically ignored or condemned us. This section offers an outline of suggested steps for establishing a lgbt survey course, integrating lgbt topics into existing courses, and launching a lgbt studies program.

It should be noted that many successful lgbt studies efforts have stemmed from recommendations made by presidential or chancellorial task forces, made up of students, faculty, staff and alumni/ae, commissioned to study the quality of campus life for lgbt people and devise recommendations for those areas in which improvement is needed. Ideally, whatever approach is taken to the lgbt studies issues, it should be addressed in concert with other efforts to end discrimination based of sexual orientation and make the campus safer and more hospitable to lgbt members of the campus community.

Starting a LGBT Survey Course

Before proceeding it is important to ascertain whether there is sufficient student interest in such a course. Find out from the registrar's office the minimum number of students required in order for a course to be offered on your campus and the process for establishing new courses. In addition to familiarizing yourself with these procedural issues, it is essential that you be able to articulate a rationale for offering a lgbt course. How are lgbt students, for instance, educationally disadvantaged by the lack of opportunities to become acquainted with their forebears or by seeing themselves excluded from discussions of current events? How is the campus community at large educationally disadvantaged by being denied access

---

Material for this section was originally prepared in 1991 by then-NGLTF Campus Project interns Julie Gedden and Keri Thaxter. Additional material has been contributed by Curt Shepard, NGLTF Campus Organizer, from materials related to efforts at the University of California, Los Angeles, to establish a lgbt studies program.

to the exploration of the full range of human diversity? How is the institution itself being placed at a competitive disadvantage vis a vis other institutions that do offer courses that include lgbt subject matter?

While the impetus for a course may come from either students or faculty, obviously faculty are essential to the process of developing the rationale and, at least one faculty member who agrees to teach the course must be identified.

Students wishing to start a course should have a fairly concrete idea of what type of class they would like it to be. This decision might evolve from a search of materials thought to be suitable for a general survey course.

After devising a rough outline of the course's proposed contents (ideally students and faculty will work together during this process), the faculty member must bring the proposed course to the attention of her/his academic department. Departmental opposition to your proposed course does not necessarily spell failure. There are numerous ways for students to apply pressure on the department in question in order to persuade them to support the proposal.

Some avenues might include:
1) circulating a student/faculty petition;
2) meeting with deans and other academic and non-academic administrators;
3) asking allied alumni/ae to lobby the department; and
4) where they exist, working through faculty, staff and student lgbt committees and presidential/chancellorial task forces.

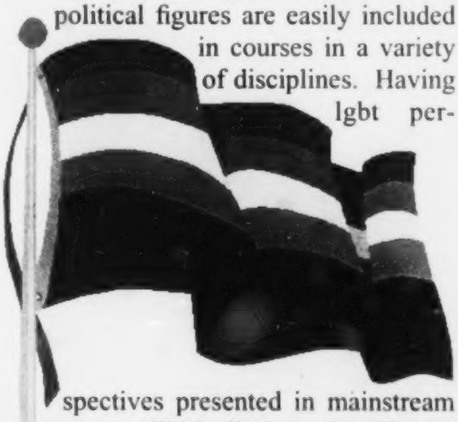
In the event that these options prove ineffective, another possible alternative is to confer with the Women's Studies Department (providing one exists on your campus). Because such programs are generally interdisciplinary and dedicated to exploring new perspectives, they are often an appropriate place for lgbt oriented courses to be housed.

Assuming that the proposal meets no opposition from the department, it must then be presented to the curriculum committee. From this point on, your school's procedures for instituting a new course should be followed.

On some campuses it is possible to offer a course as a "special topics" course, which provides a way of documenting interest and demand before approaching a department about regularizing a lgbt course.

LGBT Perspectives in Mainstream Courses

Another way to introduce lgbt issues into academia is to incorporate them into existing courses. For example, the work of a lesbian or gay author can always be taught in a literature class. Lesbian, gay, bisexual and transgender historical or political figures are easily included in courses in a variety of disciplines. Having lgbt perspectives presented in mainstream courses will ideally have the effect of heightened awareness of lgbt people,



issues and concerns throughout the entire campus community. The spring 1995 commencement ceremony at Bradford College in Haverhill, Massachusetts featured an address by transgender activist Leslie Feinberg after the senior class had voted Feinberg their first choice as commencement speaker. Many of the seniors had read Feinberg's novel, *Stone Butch Blues*, in their humanities class on the topic of the nature of oppression.

If a student or students would like to see a lgbt viewpoint presented in their classes, it is important for them to voice their concerns to their professors. If a given faculty member does not seem to be very aware of existing lgbt scholarship, it would not be out of line for a student to volunteer information about available resources.

LGBT Studies Programs

Although their numbers are growing, currently there are only a handful of lgbt studies departments in the country. These departments are frequently comparable to multi-disciplinary women's and ethnic studies programs in which classes from a broad range of subjects (e.g., Psychology, English, American Studies) are taught from a specific perspective. Although the overall number of lgbt programs is relatively small, we can still learn from those programs that have succeeded. Some common strategies bear mentioning and are described below.

Generally speaking, it is crucial to: (1) identify a faculty member who is willing to take a leadership role in developing the program. This will lend to the credibility of the program in the eyes of both faculty and administration. (2) Create a board of directors comprised of representative numbers of students, faculty, and staff. (3) Network both on your own campus and with other campuses. On campus it is important to strengthen the lgbt group as well as to work with other "minority" groups in order to make the effort multicultural. It is also necessary to network with other campuses with institutions that have already undergone the process of establishing programs in lgbt studies.

UCLA provides an example of a process for developing a lgbt studies program.

UCLA has a long history of lgbt student activism, an effective faculty/staff organization, and other aspects that invite progress on lgbt issues on the campus. The process began formally with a proposal to the Chancellor by the Chancellor's Advisory Committee on the Lesbian and Gay Community at UCLA to dedicate funds for the development of a lgbt studies program. Once funds were committed by the Chancellor, the following steps, slightly adapted here to make them more generalizeable, were undertaken:

1) Conduct Informational Meetings. Led by a faculty member of the Chancellor's Advisory Committee, discussions focused on:

▼ identification of existing lgbt resources at UCLA and on other campuses;

▼ the central role of Senate faculty in planning a lgbt curriculum;

▼ possible areas of curricula concentration — the arts and humanities; theater, film, and television; the social sciences; law; education; public policy and social welfare; and the life and health sciences;

- the comparative advantages of the different ways in which other multi-disciplinary programs are offered on the campus;

- the possibility of start-up financial support for the lgbt curriculum from the university's Council on Educational Development, the body that oversees the development of new curricula;

- ways to ensure that diverse constituencies across campus are involved in the process. Of particular concern is student representation;

- the development of strong working relationships with Women's Studies, the Lesbian and Gay Faculty/Staff Network, undergraduate and graduate student groups, the Lambda Alumni Association, and the larger lgbt community in Los Angeles;

- planning for a lgbt lecture series; and

- building the library's collection of lgbt materials.

2) Formalize a Task Force Charged With the Actual Development of the LGBT Studies Program. This body, established formally by the Chancellor and other senior administrators, was charged with:

- developing a proposal for the establishment of an academically-distinguished undergraduate program of lgbt studies at UCLA;

- identifying UCLA Senate faculty — particularly women and people of color — representing the social sciences and humanities, the arts, science and applied science, law, social welfare and other appropriate professional schools to serve on the Task Force;

- developing a file of descriptive material on lgbt studies programs elsewhere in the U.S.;

- developing a strategy for ensuring student participation in curriculum planning and program implementation;

- developing a draft undergraduate curriculum;

- determining an appropriate lgbt studies program format;

- developing a Faculty Advisory Committee format;

- preparing a draft program proposal on these issues by a certain date;

- developing and implementing a Distinguished Lecturer series in lgbt Studies;

- establishing a working relationship with relevant UCLA development officers, a liaison with university librarians charged with maintaining UCLA's lgbt collections, and communication with other lgbt-related groups at UCLA; and

- undertaking other charges as mutually agreed upon by Task Force members.

3) Develop a Curriculum. From the outset of its meetings and discussions, the Task Force worked with a conceptual model of curriculum consisting of an introductory course, followed by a series of electives, and concluding with a capstone, field-studies-based seminar. Given that there were relatively few existing undergraduate courses with a major emphasis on lgbt topics at UCLA, it became apparent that much of the initial lgbt curriculum would be comprised of courses taught by visiting faculty or by newly-recruited faculty whose professional careers were strongly identified with lgbt studies.

Identifying such faculty, particularly women and people of color, thus held a high priority with members of the Task Force, who began a search of relevant dissertation topics and promising graduate students nearing completion of their doctorates.

The Task Force produced an inventory of existing UCLA courses that cover at least some lgbt subject matter. This inventory provided information on the frequency with which a given course is offered, instructor and instructor status, whether syllabi are on file in the Task Force office, degree of lgbt content and whether the instructor had been recruited for the Task Force.

If a student or students would like to see a lgbt viewpoint presented in classes, it is important for them to voice their concerns to their professors.

Once this inventory of existing courses with lgbt-related subject matter was completed, the Task Force developed a list of suggested additional course offerings.

4) Determine an Administrative/Academic "Home" for the Program. Given the multi-disciplinary nature of the lgbt studies program, finding an academic department in which to locate it proved challenging. At this writing, discussions are still under way at UCLA.

5) Reach Out To On-Campus Organizations. For over a year, the possibility of a lgbt studies curriculum had been a regular topic at weekly meetings of the LGBT Rap, a support group for lgbt students and their allies, and other gatherings of lgbt people across the campus. Petitions expressing support for the program were circulated at many of these gatherings. These signed petitions were slated to accompany the proposed program upon its submission.

6) Reach Out to the Broader LGBT Community. A parallel outreach effort targeting the broader lgbt and progressive political communities in Los Angeles was also undertaken. Letters of support were solicited (and received) from Lawyers for Human Rights (Los Angeles' lesbian and gay bar association), the Gay and Lesbian Alliance Against Defamation (GLAAD), Project 10, the National Gay and Lesbian Task Force (NGLTF), the American Civil Liberties Union (ACLU), People For the American Way (PFAW), and the Los Angeles Gay and Lesbian Community Services Center. UCLA's Lambda Alumni Association was also instrumental in eliciting community support.

While this is by no means an exhaustive list of tasks undertaken in the development of UCLA's lgbt studies program (which is still under way at this writing), it provides something of a road map for those interested in developing such a program. The complexity of the process will depend upon the size and complexity of your institution.

For more information on existing lgbt studies programs contact:

The Center for Lesbian and Gay Studies (CLAGS)
The Graduate School and
University Center of the
City University of New York
33 W. 42 Street, Room 404N
New York, NY 10036-8099.
212/642-2924

For several years CLAGS has been circulating a questionnaire to scholars working in lgbt studies asking for information about their careers, interests and publications. This information is the basis of a computerized data base that is available in book form. The CLAGS Directory of Lesbian and Gay Studies is 196 pages with cross-listings by disciplinary field, institution and geographical location. From queer theory to biological research, independent to university-based scholars, established figures to the next generation, some 600 scholars are listed. The Directory may be obtained by sending $10 plus $1.50 for shipping to the above address.

Center for Scholars in Residence at the
University of Southern California
Walter L. Williams, Ph.D.
Professor of Anthropology
Program for the Study of Women and Men in Society
Los Angeles, CA 90089-0036
Call 213/740-1900 for more information.

The special area of focus for this center is lgbt studies. It is enhanced by the presence on the USC campus of the International Gay and Lesbian Archives and the ONE Institute.

City College of San Francisco
Gay and Lesbian Studies Department
Box L-169
San Francisco, CA 94112
415/239-3000

Yale University
Lesbian and Gay Studies Center
Box 2585 Yale Stn.
New Haven, CT 06520
203/432-0984

UC Berkeley
MBLGS
University of California, Berkeley
300 Eshleman Hall, UCB
Berkeley, CA 94720
415/642-6000

Chapter 18.

Organizing Floors In Residence Halls

Edited by Felice Yeskel, Ed.D.

Introduction

Having a safe, supportive and secure living situation is one of the major issues facing lgbt college and university students. Homophobic harassment ranges from mild to severe toward students who are out, suspect, or just unlucky. LGBT students often remain closeted in their residence halls, which leads to isolation and alienation. Most students try to move off campus as soon as they are able. However, some schools have policies that restrict living off campus.

One response to this situation at the University of Massachusetts at Amherst was to create a special floor in a residence hall for lgbt students and their heterosexual allies. Although the administration resisted this organizing effort for some time, eventually such a living option was established. Currently UMass is one of only a few colleges in the country to have a Gay Lesbian, Bisexual, Transgender and Ally floor in a residence hall. This floor, called 2 in 20, is the result of a lot of hard work, the powers of persuasion and luck.

History of the 2 in 20 Floor

The 2 in 20 floor is what is known as a SIRP (Special Interest Residential Program). At UMass there are several different kinds of SIRP's. In addition to the 2 in 20 Gay, Lesbian, Bisexual, and Transgender SIRP, there is an Alcohol & Drug Free SIRP, a Non-Traditional-Aged SIRP, a Multi-Racial living SIRP, and many more. One of the main goals of each SIRP program is to create a positive living environment for students who share similar interests. Additionally, the program offers an educational component to its residents.

Your university or college may already have SIRP or similar programs. At UMass there were already several of these programs in existence. Despite this, the proposal for a 2 in 20 SIRP, submitted during the Spring semester of 1992, encountered strong resistance. Nevertheless, the 2 in 20 SIRP was started in the Fall semester of 1992.

Assess the Campus Climate

The impetus for creating the 2 in 20 SIRP came primarily from lgbt staff in the residence halls, both undergraduate R.A.'s

---

This chapter is based on a draft written by Brian DeOliveira and materials compiled by members of the Two-in-Twenty community at UMASS, Amherst.

(Residence Assistants) and the professional staff of R.D.'s (Residence Directors). One of the first things that they did was to examine the campus climate and its readiness for a residential option for lgbt students. Through their efforts they determined that UMass was a highly supportive campus with respect to lgbt issues and that they could depend on significant support. A professionally staffed office serving the lgbt community, The Stonewall Center: A Lesbian, Gay, Bisexual, and Transgender Educational Resource Center (previously called the Program for Gay, Lesbian, and Bisexual Concerns), had existed since 1985. There was an organized group of undergraduate students in the LBGA (Lesbian, Gay, Bisexual Alliance), an organized group of graduate students called the LBG GSO, (Lesbian, Gay, Bisexual Graduate Student Organization), and an organized group of faculty and staff. A chancellor-appointed Task Force on lgbt Matters also was in place. The degree to which your campus lgbt community is organized will be a good indication of your likely success in establishing a residence hall-based program. If your campus is having difficulty obtaining funding and/or support for a lgbt student group, attempting to create an entire floor for the queer community probably isn't going to be successful. Here are some questions to think about in paying attention to the campus climate on lgbt issues:

- What are the campus resources for lgbt students and staff? How might they contribute or hinder the success of a floor?
- How is your campus dealing with other issues of identity and multi-culturalism?
- How are your campus resources distributed between specific social identity groups?;
- Is the administration supportive of lgbt students? How is this support expressed?;
- Is some type of special interest housing currently in existence within your Residence Hall system?;
- Are there "out" lgbt staff, both student (RA) and professional (RD), in the Residence Hall system?; and
- Are there lgbt students and their allies who would be willing to live on such a floor?

Developing a Proposal

If you decide that you have the right campus climate, you should start developing a proposal. It may be that there is already an official application form or process to create special interest living options on your campus. If so, find out what you need to do. If not, you will have to develop your own process. Putting it down in writing will be important. This process forces you to clarify your goals and develop a plan of action. The other sections in this chapter elaborate on issues that your proposal will need to address, such as location, staffing, training, and community development.

Once your proposal is finished you might want to meet with other lgbt groups on campus (student, faculty, staff, alumni/ae), as well as other progressive groups who are allies. It is useful to get letters of support to accompany your proposal. You may want to follow the individual letters with a petition. Highlighting the type and extent of harassment suffered by lgbt people in the residence halls is an important and compelling part of making the argument for the creation of a lgbt living option.

Location

Where should the floor be located? What is the ideal number of students? What will the male/female ratio be? These are all questions that you will need to answer. The experience at UMass has suggested that a traditional double room (housing two people), located in a predominantly female building, in a racially and ethnically diverse area, will work the best. It is also desirable to locate the floor in a relatively small building, with up to 150 students. The floor should also be located so that it is accessible to people with disabilities.

If at all possible the floor should be located on the top floor of the building so that there is little unwanted traffic flowing through the corridor. This will contribute to the feeling of safety for all residents of that floor. The reason for having doubles and not singles is that doubles help to foster community-building while singles have been shown to hinder it. Suite-style living spaces will also prove to be a hindrance to community-building. A predominantly female building will also contribute to a more supportive environment as, historically and statistically, women have been more supportive of lgbt people.

Staff

The next thing to consider is the staffing. We at UMass believe that both the RD and the RA assigned to the floor should be lgbt. Additionally, they should be far enough along in their own coming out process that they can be open and supportive to others at all stages of "outness." It would be difficult for the RD and RA to provide the appropriate support for the floor, if they are not well-adjusted, out members of the lgbt community. It is imperative that the residents feel like they can approach the staff for support without feeling marginalized.

Community Development

Finally, you will want to consider how to create a supportive environment for the program. This will include providing ongoing staff training and development, as well as building strong relationships with other groups and offices located on the campus.

Providing good staff training and development is crucial to the success of the program. Some things to think about are the training of the R.A. on the floor, as well as the training for the rest of the R.A.'s within the building or area. You must also consider the entire staff that will in some way be connected to the building, including the hall government representatives; all student, professional and paraprofessional workers; the custodial and security staffs; and the office workers. All of these groups should receive some sort of training on lgbt issues.

Other groups and offices on campus are also important areas to target for training and other types of outreach. In particular, the office that makes housing assignments, the dean of students office, mental health services, staff at all levels in student affairs, and the campus police department should all be trained on lgbt issues. If there are other offices on your campus that you feel are important to the success of a lgbt residence floor, include them as well. You can never have too many allies. Brainstorming a list of all the possible groups and offices on your campus that are important to your floor may be helpful.

Recruitment

After you have a floor up and running, there are other issues that you need to address. One of the most important is how will you recruit new students for the program? Additionally, you should think about how you will retain them. One good way to recruit is to advertise the floor during new student orientation programs. This is where your building relationships with other offices will pay off. It is important that new students realize what their living options are.

Other good ways to recruit are to have lgbt socials in the building. One ways that the 2 in 20 SIRP at the University of Massachusetts has successfully recruited students is through hosting open houses. The floor conducts an open house for anyone who is interested in seeing what the 2 in 20 SIRP is like. Traditionally, each student on the floor writes an autobiography about themselves and their experiences on the floor. These are compiled into a packet that is handed out to each guest. There is a reception for the guests during which the Residence Director tells the story and the history of the floor and the residents answer questions. The reception is followed by a tour of the floor.

These open houses have been quite successful at UMass. Each year more and more people show up to find out what the floor is all about. Inevitably, there is always someone who wants to move in. It is also a good way for people to ease their fears about the floor. One thing that you will doubtless encounter as you create your own floor are people who think that everyone is sleeping together and that you are receiving special treatment. Open houses have given people the opportunity to see for themselves that this is not at all the case. As the guests get to know the residents of the 2 in 20 floor, fears vanish and lasting friendships are made. So, not only is an open house a good opportunity to recruit perspective students, it also provides a way to educate the campus community.

As discussed earlier, it is important to have a group of lgbt students and their allies who actually want to live on the floor. Also as mentioned previously, you can expect to meet resistance to the idea of a lgbt residence floor at every level of its development. Luckily, at UMass, the Director of Residence Life, the Dean of Students, and the Housing Assignment Office all were supportive of the idea. Additionally, most of the Residence Director Staff members were also behind the idea. What hindered the process most was that there was initially a limited show of interest by lgbt students and allies. However, once the Residence Life Department began to actively advertise the program and students began to hear about the program, the program took off and has been growing ever since. Presently the existing 2 in 20 floor is filled to capacity and the program is looking to expand to another floor. Eventually the goal is to have a Gay, Lesbian, Bisexual, Transgender and Ally Residence Hall.

Harassment

One of the biggest concerns of UMass administrators when they were first considering the proposal to create the 2 in 20 floor was the possibility of harassment. They worried that the floor would become a target. However, since the floor has been in existence, there have been very few, if any, problems. The majority of the campus administration and students, as well as the other residents of the building and the other residents in the area, have been supportive of the program. It has provided an opportunity for lgbt students and their allies to build a strong community in a safe and comfortable environment.

Organizing on Your Campus

Although the 2 in 20 floor has set a precedent for other colleges and universities around the country to follow, there will be unique and different issues for each campus. It is important to remember that everyone has a right to feel safe, and everyone has a right to live in an environment that is supportive and nurturing. Remember, even if your school doesn't have a special interest housing program, you have the right to expect that the administrators on your campus will provide you a living option where you can be free of harassment. If they are not receptive to the lgbt floor idea, ask them what alternative they propose. Being able to refer administrators on your campus to the UMass example may reassure them that their worst fears will not be realized and that a lgbt and Ally floor is a viable residential and programmatic option.

Photo © 1995 Alex Zaphiris

For more specific information about UMass's 2 in 20 program, contact the Stonewall Center, Crampton House SW, University of Massachusetts, Amherst, MA 01003.

Chapter 17:

THE RADICAL RIGHT

Compiled by Curtis F. Shepard, Ph.D.

Introduction

Rare is the socio-political movement in the U.S. that does not have a connection to — if not its origins on — the campuses of America's colleges and universities. One need only look back a couple of decades for perhaps the most vivid example of this phenomenon, when campuses nationwide erupted in protest of this country's role in the war in Vietnam.

Of the numerous issues facing society, including campuses, in the 1990's, none is more potent — or threatening to lgbt people in particular — than the rise of the radical right, a political movement, often but not always religiously based, that seeks to restrict the freedoms of anyone who does not conform to a certain mythical stereotype of what it means to be an American. Among those targeted by proponents of right-wing extremism are people of color, immigrants, feminists, the poor and lgbt people.

College and university campuses are often organizing hubs for the radical right, with increasing numbers of "campus" publications, heavily financed by prominent political conservatives who may or may not have any real connection to the institution (notably at Dartmouth and Yale Universities), that denounce campus diversity programs and multiculturalism. In some cases, these publications have gone further, carrying out personal attacks on faculty members with whose ideas they take issue and infiltrating lgbt groups in order to collect and publish the home phone numbers and addresses of members, putting them at substantial personal risk of harassment or worse.

This chapter introduces ways in which lgbt and allied campus activists are confronting the radical right, both on and off campus. It is not intended as an exhaustive primer on the radical right or how to organize against it (for that, two excellent resources are NGLTF's *Fight the Right Organizing Kit* and People For The American Way's *Winning Through Reason, Not Fear: Meeting the Challenge of the Religious Right*). Instead, it offers

---

Thank you to the following organizations and individuals who gave their permission to reprint material for this chapter: **The University Conversion Project** of Cambridge, Massachusetts (phone 617/354-9363); **People For The American Way** (2000 M Street, NW., Suite 400, Washington, D.C. 20036) whose publication, *Winning Through Reason, Not Fear: Meeting the Challenge of the Religious Right*, contains the submissions from **Americans For Democratic Action** (phone 202/785-5980) and the **National Jewish Democratic Council** (phone 202/544-7636), both of Washington D.C.; and **Ron Schlittler,** who was a student at the University of Oregon in 1992, during "No on 9," the campaign to defeat an anti-gay initiative in that state.

some strategies for effectively countering the assertions and attacks of the radical right as well as case studies of a student-initiated project designed to mobilize students in these efforts. Included below are: (I) "Tips on Responding to the Right Wing" and "Common Questions and Answers" developed by Rich Cowan and Dalya Massachi of the University Conversion Project; (II) "Countering Right-Wing Rhetoric" by the NGLTF Fight the Right Project; (III) "Organizing Against the Far Right on College Campuses", by Valerie Dulk of Americans For Democratic Action and Joanne Rising of Youth For Democratic Action; and (IV) "No on 9," the 1992 campaign to defeat an anti-gay initiative in Oregon, by then University of Oregon student Ron Schlittler.

I. Tips on Responding to the Right Wing

by

Rich Cowan & Dalya Massachi
University Conversion Project

Progressive groups on campus who are attacked from the Right basically have three options. They can ignore the attacks, engage the attackers in debate, or apply some sanction which will put an end to the attack. Keep in mind that an attack is not necessarily a bad thing. As in a game of chess, if your opponent's attack is weak you may wind up way ahead after the exchange. Instead of losing support, a progressive group can expose the history, tactics, and funding of the Right, turning this right-wing disruption into an embarrassing scandal.

Photo © 1995 Alex Zaphiris

Sometimes the best course of action will be obvious; often not. The debate about what to do will be a contentious one, and has split many progressive groups. If we do not quickly mend these splits, we will fall into the traps set for us by the Right. This article offers a framework for discussion so that our groups can more quickly reach a consensus.

These guidelines may also help you respond to a sectarian-left group who attacks you for not following their "party line" closely enough.

In such discussions, it is important to evaluate whether the Right's provocations reflect a sincere desire to present an alternative point of view, or whether the agenda is primarily to disrupt your campaign. It is also very important to monitor the tide of student opinion: do not lose touch with your constituency.

College and university campuses are often organizing hubs for the radical right, with increasing numbers of "campus" publications heavily financed by prominent political conservatives who may or may not have any real connection to the institution.

Ignoring the attack

Many students today have a disdain for politics because they view it as a shouting match between two extreme points of view. Since the Right has money, not numbers, this situation works to their advantage by discouraging mass political involvement. At any costs, avoid mudslinging that merely puts a bad taste in people's mouths.

When the young Republicans wanted to cosponsor a debate with a peace group (we were) in, we refused in order to avoid a mudslinging fest that would only speak to the converted on both sides. We agreed to a debate only if it was sponsored by the student government.

Sometimes an attack is so low that no response is necessary. Disclosing the nature of the attack alone will build sympathy to your cause even without discussion of the issues. If the attack is personal, try to have someone else respond other than the person attacked; an injury to one is an injury to all.

Levels of engagement

The following are some possible ways to respond, from a minimal level of engagement to greater levels. In general, we recommend minimizing the engagement; if a right-wing group has a tiny audience, you only increase that audience by engaging them. However, one or two people can spread one or two points that may cause potential supporters to question your entire campaign. In this case, you will be better off if you are ready with a response. A few ideas:

▼ Don't bring yourself down to their level. A minimal level of engagement is to make a public statement as to why you do not intend to get into a harangue with the group. Perhaps you could shoot down just one of their arguments as an example of why you think students should not take the rest of their arguments seriously. We know what you're against, but what are you for? For example, many Right-wing groups question affirmative action. Granted, affirmative action laws do not result in perfect decisions. But do the conservatives have any constructive plan to rectify historic inequality?

- Question the arguments directly. If the Right is well-trained and reaches a large audience, your best defenses will be a good political line. Keep in mind some vulnerabilities of the Right:

  1) The "politically correct" label is not effective as it once was; it is now a "tired argument;"
  2) The leftist campus climate that is often alleged by the Right simply does not exist; if you can demonstrate how Right-wing interests dominate your school's governance people won't take the Right's charges seriously;
  3) The Right has often used anecdotal evidence and bad science; and
  4) The interests of students making $10,000 a year are really not the same as those of corporate sponsors of the Right, making $300,000 per year.

- Question their "Americanism." Part of what makes the US attractive is the right of citizens to oppose their government. If the Right is so patriotic, why do they oppose our involvement in dissent? Remind people that McCarthyite tactics designed to ruin faculty careers are hardly "American."

- Question their independence. Use this Guide to show how your local Right-wing group is not an independent grass roots initiative, but part of a nationally coordinated strategy. Ask the group who trained them. At least one Madison center paper has had its funds cut off after printing liberal ideas. Is there a connection between the Right's funding and the arguments they present, on health care for instance? "There is no defense against ridicule," wrote Saul Alinsky in Rules for Radicals. Ridiculing someone's arguments can be very effective — especially in those cases where the Right's arguments are, well, ridiculous.

Exclusion: The Free Speech/ Harassment Debate

The Right may deliberately operate in a gray zone between legitimate political activity and harassment. The best advice we can give to a group is to establish clear, justifiable definitions of disruption, harassment, and hate literature in advance, so that you can defend a decision to take action when your political opponents cross that line. Free speech is not without limits; if your school fails to respond to harassment your group can organize a response.

All progressive groups that have succeeded over the long haul have established mechanisms to prevent disruption by individuals, Right-wing or not. See the excellent book The War at Home, by Brian Glick.

Common Questions and Answers

Q: Do you mean to prohibit expressions of ideas which are not "politically correct"?

A: There is nothing wrong with trying to influence opinions. There is nothing wrong with trying to establish new standards of decency different from those of our parents' generation. As peace activists, our challenge is to influence people by non-violent methods, by persuasion rather than coercion. We also recognize that people who have historically been ignored in the political process may at first need to speak louder or more often in order to be hear. Or they may need to meet by themselves within a "safe space" in order to find their voices.

Without civil rights laws which specifically ban discrimination based on sexual orientation, gay people can lose their jobs, their homes, and their families and be refused service at public accommodations simply because they are gay — with no legal recourse.

All of these activities are attacked as "censorship" by those accustomed to monopolizing the stage and dominating the decision-making process. It is both ridiculous and dangerous to compare these activities to the historical legacies of colonialism and white male supremacy. The danger in the "anti-PC" campaign is that privileged groups will view challenges to their privilege as "fascism" in order to justify a violent response.

Conservative groups have repeatedly indicated a goal of eliminating the left (or liberalism). Jack Abramoff, former chair of the College Republicans (CRs), went so far as to say, "we are not just trying to win the next election. We're winning the next generation . . . It's not our job to seek peaceful co-existence with the Left. Our job is to remove them from power permanently." [CR 1983 Annual Report]

Q: By talking so much about the Right, aren't you labeling people and creating an "Us vs. Them" dynamic that only breeds violence?

A: Identifying and naming the oppressor is fundamentally different from using the oppressor's coercive tactics as an instrument of rebellion. We would favor the former, and oppose the latter. As long as power hierarchies exist, it is necessary to name them if we want to understand and/or change the world. those who commit acts of violence must be held accountable for their actions.

For example, it is O.K. for women to say that men have the vast majority of power in our society or for people of color to talk about the pervasiveness of white supremacy. It is O.K. for people in the Third World to identify the First World nations that use the majority of the world's resources. The discomfort caused by questioning these power relationships inevitably brings charges of "us-them" thinking or coercion, but it cannot be compared to the violence involved in enforcing those relationships.

Tactically, there are reasons to avoid alienating those who hold power. But this alienation can only be avoided if people "within the system" (or members of "oppressor groups") take some responsibility for continuing this dialogue.

Q: Aren't you lumping together "legitimate" conservative political activity with hate groups such as Neo-Nazis?

A: No; we are not equating the two groups. Harassment and coercive political activity are quite different from non-coercive persuasion. But to limit our focus to extreme groups would assume that these groups are the sole protectors of inequality: if they were to dissolve tomorrow, everything would suddenly get better. This is not the case. More mainstream conservative groups — whose audience is much larger — preach an ideology that assumes the "free market" can rectify social inequality. if "it take money to make money" as capitalists claim, are we to believe that those groups who tend to have more money deserve it because "they are more intelligent," "they work harder," or "they were here first?" Challenge racist and sexist assumptions.

Q: Shouldn't professors be free to be spontaneous in class?

A: Of course. The problem occurs when professors don't realize what may be offensive assumptions they make about the students in their classes. When they do not use inclusive language or are not sensitive to the new perspectives brought by their students of diverse backgrounds, they are not opening their classrooms to the rethinking of "traditional" scholarship and ideas. Learning and open-mindedness does not end when you are no longer a student — as the student body changes, so must professors.

Q: To be fair, shouldn't student activity boards refrain from funding political activities, or from funding "left" activities more than "right" ones?

A: Student fees were established at many schools so that student activities can be controlled democratically by students alone, and not be limited to those which support the policies of the university administration.

With or without funding from student fees, many student governments have enacted policies which forbid the use of student funds for "political activities.' While the university's non-profit status justifies a ban on supporting partisan (i.e. Democratic or Republican) political campaigns, a ban on all student funding of political activities — as approved recently by the California Supreme Court — is anti-democratic.

This policy plays into the strategy of the Right by forcing student groups to rely on funding external to the university. Such a policy is hardly "apolitical." It biases student expression to reflect the existing order, thus perpetuating the inequities of our society. In other words, students whose views coincide with the interests of corporations, wealthy individuals, or the Defense Establishment find it easy to obtain funds to express their views. But students with alternative viewpoints will be financially limited, even if their views are popular.

(Thanks to Ron Francis for discussions which contributed to this article.)

Photo © 1995 Alex Zaphiris

II. Countering Right-Wing Rhetoric

(From NGLTF's Fight the Right Project)

Right-wing opponents to civil rights for lgbt people use similar arguments and rhetoric around the country, whether they're in Corvallis, Oregon; Albany, New York; or Lebanon, Tennessee. Each topic begins with the rhetoric used by the right-wing, followed by some ideas on how to respond.

1. "Gay men and lesbians are already covered under the Constitution just like the rest of us. What they want is SPECIAL RIGHTS for gay people."

RESPONSE: The right wing rhetoric of "SPECIAL RIGHTS" skews the issue. The right to get and keep a job based on merit is not a special right. The right to have housing is not a special right. The right to be served food in a restaurant or stay in a hotel are not special rights. The right to have and raise children without the state seizing them is not a special right. lgbt people want the same rights guaranteed to all American citizens. However, without civil rights laws which specifically ban discrimination based on sexual orientation, gay people can lose their jobs, their homes, and their families and be refused service at public accommodations simply because they are gay — with no legal recourse. Right wing zealots who speak of special rights want the very special right to discriminate against those they hate.

2. "Local ordinances for gay men and lesbians force the rest of us to live against our religious beliefs. We're entitled to our rights too."

RESPONSE: Most civil rights ordinances provide exemptions for religious institutions. And extending civil rights to one sector of society does not withdraw rights from another. In addition, many gay and lesbian members of various religious denominations are organizing within their faith so that religious institutions may become more accepting of the diversity of their following.

3. "They want to be treated like a minority, like an ethnic minority. The Supreme Court says they're not. And we know they're not because they never rode in the back of the bus and they are not economically deprived."

RESPONSE: Like other minorities, gay men and lesbians face job loss, eviction, non-service at public accommodations, and the loss of children simply because of who we are. And like other minorities, gay people face harassment, physical assault, and murder based on an assailant's hatred against us as a group. According to recent national studies (See the NGLTF annual reports on Anti-Gay Violence and Victimization, available from NGLTF 2320 17th St., NW, Washington, DC 20009), anti-gay violence and victimization is on the rise, and a Department of Justice study reported that "homosexuals are probably the most frequent victim" of hate crime. Our Constitution says all citizens are created equal — that must include gay and lesbian Americans.

4. "Homosexuals lead an abominable lifestyle. People who care about traditional family values must not encourage the open expression of this sexual depravity."

RESPONSE: Discrimination is the abomination, not lgbt people. The family values we uphold are support, love, understanding and respect between family members. Discrimination and bigotry are not traditional family values.

5. "Gay people want to force their lifestyle on us and take away our rights."

RESPONSE: Civil rights laws that include gay and lesbian people do not limit the rights of others. Instead, they extend to gay and lesbian people the same rights already enjoyed by most Americans — the right to obtain and keep employment based on ability to do the job; the right to acquire housing; the right to raise their children; and the right to live free of violence. Gay people are not interested in forcing anything on anyone — just the opposite. Most gay people would prefer to live in privacy, without intrusion by Far Right Bigots.

6. "You can't let gays be near children — since they can't reproduce, they recruit. And they are all pedophiles."

RESPONSE: Statistics show that the vast majority of sexual abuse is committed by men against women, usually within the same family. One 1992 study from the Children's Hospital in Denver showed that children are 100 times more likely to be molested by a family member than by a gay person. Sexual abuse therapists denounce statements by the Oregon Citizens Alliance that linked homosexuality and pedophilia in order to achieve they extreme political agenda. Lies perpetuate stereotypes that are then used to deny gay people our rights. It is wrong to deny us our rights based on those myths.

7. "What this is really leading to is marriage licenses for gay men and lesbians, joint benefits, formalized domestic relationships, child adoptions, the destruction of the American family. This is wrong."

RESPONSE: Civil rights laws that include gay and lesbian people do not grant people the right to marry, although many are currently advocating for this right, as well. While society perpetuates the stereotype of all gay people as sexually promiscuous individuals, it denies us recognition of our committed unions. However, gay people are struggling for legal recognition of our loving relationships, as well as acquiring employment benefits for spouses which are equivalent to our heterosexual co-workers.

8. "It's within our First Amendment rights to say what we think of homosexuals."

RESPONSE: Right wing organizations hide their homophobia behind the First Amendment. While the right wing demands the right to speak out against homosexuality, they are simultaneously running well-financed campaigns to censor and squelch positive images of gay and lesbian people on television, in schools, and in the arts. The hatred and lies that right wing organizations spew create a hostile environment for gay and lesbian people. Their rhetoric bolsters the hatred expressed by the bigots who physically attack gay men and lesbians. A national study conducted by the National Gay and Lesbian Task Force Policy Institute documented 1,822 anti-gay incidents in just five U.S. cities in 1991, a 32 percent increase over the number of incidents in 1990.

III. How to Win: A Practical Guide for Defeating the Radical Right in Your Community (Organizing Against the Far Right on College Campuses)

(by Valerie Dulk, Americans For Democratic Action, and Joanne Rising, Youth For Democratic Action)

In order to organize against the Far Right, students must first research such groups and individuals in order to gather facts about their philosophy and tactics. This information can then be disseminated directly on college campuses or to young audiences in other settings. The media may also be an effective vehicle for informing the public, but don't assume that they will want to carry your message without analyzing it; some media may even be hostile to your efforts. Finally, be informed about Far Right national student organizations in order to be prepared for their organizing strength.

The Far right relies on college campuses as a source for recruiting young people to their organizations. Radical Right youth organizations are often formed and serve as focal point for Far Right activities.

The Far right relies on college campuses as a source for recruiting young people to their organizations. Radical Right youth organizations are often formed and serve as focal point for Far Right activities. They are similar to their parent organizations in that they operate with little external publicity and espouse many of the same beliefs as the non-youth centered groups, including opposition to abortion and homosexuality, and general intolerance toward different perspectives.

Concerned individuals may suspect that their influence may be present on the college campus. Radical Right campus groups may have already been established. Similarly, the tendency of the student body to vote conservatively on key issues may be an indicator of an evolving Far Right campus movement, or a particular school official may be quietly working with the Far Right. Following are key mobilizing strategies to follow in countering the Far Right.

Seek Allies

Whatever the nature of your concern, allies should be sought before you undertake an organized attempt to counter Far Right influence. Without questions, others are equally concerned about the work of the Far Right and will want to help.

Research Affiliations with the Far Right

Check out the faculty, staff, Board of Regents, large donors, radio stations, newspapers, bookstores and campus organizations to discover names and affiliations of individuals to determine if they are associated with or participate in the activities of any Far Right groups. Remember, no local organization is too small, no individual too insignificant, so do not overlook even the smallest tips.

Discovering affiliations can be difficult since many individuals and groups will deny they are affiliated with the Radical Right. For example, members will be encouraged to join the Republican Party in order to influence it, but they discourage mentioning any other affiliation. As one publication put it: "You should never mention the name Christian Coalition in Republican circles. . . Become directly involved in the local Republican Central Committee yourself so that you are an insider." Since Radical Right organizations are operated in a top-down manner of decision making, they do not encourage sharing information among the lower echelons of employees. In many instances, individuals may be unaware that a group to which they belong is affiliated with the Right. However, be cautious. Far Right groups may become defensive and question your actions and motives when they sense your scrutiny and review.

Be Honest About Your Assessment
The best policy when combating the Far Right is to be honest. When educating the public about the goals and specific individuals and policies of the group, use facts–both about the Far Right in general and the specific organizations on campus. Keep the focus on the Far Right since their tactic is to attempt to reverse public scrutiny onto their "attacker" by denouncing the individual as anti-Christian and reckless. The Far Right tends to go on the offensive when under attack. Be aware of your tactics and motives since you, your personal life, and goals could come under intense scrutiny by the public and press.

In addition, don't underestimate their strength. One of the favorite examples of the effectiveness and "stealth" quality of the Radical Right was the employment of covert tactics that scored a big political victory in San Diego County in 1990.

Assemble and Disseminate Your Information on The Far Right in a Readable Format
Once you have assembled information about the local Far Right chapter, put it together in a simple, clear fashion in a flyer or similar document. Hand out the material in student cafeterias, lounges, at movie theaters, book stores, and other areas. Be prepared for a flurry of denial and insults and combat them with more examples from your research. Know the key players and be prepared to state their affiliations with confidence.

When lobbying an elected official, the same principle applies. You must be prepared to make your case and not be deterred by indecision or misrepresentations designed to confuse the case.

Turn to the Media, But Don't Assume They Are On Your Side
In your work, you may try to take your case to the local media for added exposure. But do not assume that the media are without bias or want to help the cause. In fact, the media can be hostile to your suggestions, especially in cases where the local newspapers and/or radio are owned or operated by people sympathetic to the Far Right. This can lead to hostile attacks against you personally and may backfire by rendering the public more sympathetic to the Far Right.

Far Right Youth Groups
The following are key Far Right groups focused on recruiting young people.

InterVarsity Christian Fellowship-USA. Its "vision statement" is to "Build Collegiate Fellowships which engage their colleagues in all their ethnic diversity with the gospel of Jesus Chris. . .[and] Develop Disciples who embody these Biblical values." InterVarsity separates itself from other parachurch organizations on campus, such as the Campus Crusade for

Christ, but noting that all of chapters are student-run. Currently, there are more than 26,900 students actively involved with InterVarsity, making it the "largest inter-denominational college student movement in the United States."

There is an obvious effort by InterVarsity to establish its legitimacy, both socially and financially. InterVarsity is a member of the ECFA (Evangelical Council for Financial Accountability). All of its staff members are required to spend one-fifth of their time in fundraising. They state that they are neither a cult nor a church, although InterVarsity works cooperatively with local churches. In their annual report, they state their goal of "reintroducing Christ to the campus."

In their literature, they recruit students to take part in their "Global Projects" program in which students travel to other campuses, rural areas, and developing nations as part of a ministry program. They also encourage youths to help the nursing profession in terms of "mutual support, prayer, Bible study and outreach." InterVarsity stresses that their main focus is sharing Christian hope through relationship building.

Collegians Activated to Liberate Life (CALL).

CALL is a network in Madison, Wisconsin, which is active in protesting abortion, particularly in the Midwest. Their brochure states: "The culture in which we live is increasingly death centered and anti-Christian. Our Mission is to liberate this culture and those who are captive to it, most especially the preborn. . . We recognize that the college campus stands as a cultural centerpiece and represents the epitome of our godless, self-destructive society. CALL enters into this atmosphere with a spirit of love, with a vision to convert hearts and impact collegians into serving Christ passionately!" In their newsletter, they give national and international updates on protests and other activist information. CALL, like Operation Rescue, requests that its participants sign a statement about rules of participation in the protests. These rules are supposedly based upon the commitments of Dr. Martin Luther King, Jr. to non-violent protest.

While reproductive choice is an important issue to the Far Right, they also expect to gain members with their crusades for anti-homosexuality referenda at the state and local level. It is not unheard of for Far Right groups to work with local groups who seem to have little in common, except for seemingly insignificant issues. These issues, however, can lead to extensive grass roots activities that capture regional headlines and result in little-known, but potentially devastating legislation.

For more information, please contact Valerie Dulk at Americans for Democratic Action, 202/785-5980. In addition, information is welcomed about the activities of local groups.

IV. Notes From a Campus Campaign Coordinator

(By Ron Schlittler)

Introduction

The New Radical Right has found a potent and lucrative lightning rod. It is the issue of human rights protections based on sexual orientation. Oregon and Colorado were the first states where the Radical Right test-marketed their misuse of the citizens initiative process to amend state constitutions at the ballot box. It is part of their broad social and political agenda to deny categories of citizens fair and reasonable recognition in matters of public policy, and to obstruct access to the democratic process for those who oppose them. They feel divinely charged to transform our system of government into a Theocracy. The attack on sexual minorities is just one piece of their plan for America.

In the 1992 election, Oregon voters defeated the state ballot initiative known as Measure 9. It would have required the state constitution to define homosexual behavior as "abnormal, wrong, unnatural and perverse." Colorado voters passed a somewhat different initiative known as Measure 2. Measure 2 did not include the harsh language of the Oregon measure.

However, it too was clearly intended to halt, in fact reverse, civil rights protections gained in the past few years by non-heterosexual minorities. Measure 2 was found unconstitutional and declared void by the Colorado Supreme Court, but that has not stopped the Radical Right. Oregon, as with many other states, continues to face attempts to legislate discrimination.

As our culture grapples with the reality of non-heterosexuals in the population, solid organizing on campuses can go far to defeat these ballot measures. This is an opportunity to be embraced as we educate a receptive generation to the truth about lgbt peoples. It is simply one critical step in a long range social process.

I earned five hours of practicum credit for my work with the No on Nine/Lane County Steering Committee (NON/LC) as Campus Coordinator for the University of Oregon. Anyone attempting the job of Campaign Coordinator should integrate it into their coursework and personal life. Whether as a practicum, internship, or independent study, it is a full-time job. You deserve the credit and the campaign deserves your full commitment.

As our culture grapples with the reality of non-heterosexuals in the population, solid organizing on campuses can go far to defeat these ballot measures.

No on 9: A Project Report

The Challenge:

The NON/LC campaign was formed in Eugene, Oregon to help defeat a statewide ballot measure sponsored by the Oregon Citizens Alliance. The OCA is a radical right wing Christian political machine affiliated with Pat Robertson's Christian Coalition. NON/LC was an independent campaign effort closely affiliated with the state-wide No on 9 campaign. Plans to form a campaign structure in Lane County began over a year and a half earlier when the OCA announced its intention to gather signatures for a citizens' initiative. Their goal was to place an amendment to the state constitution before Oregon voters.

The proposed amendment would have required the state to define homosexual behavior as "abnormal, wrong, unnatural and perverse." It would also have required all levels of government in the state, including specifically the Department of Higher Education, actively to "assist in setting a standard for Oregon's youth" by affirming and teaching these definitions. It was the mandate of NON/LC to develop and coordinate the strategies necessary to defeat this measure by as wide a margin as possible in Lane County. We knew the "No" votes from our area would be crucial in helping offset the "Yes" votes from the more rural southern and eastern regions of the state.

The campaign evolved quickly into a huge effort. As with any large scale campaign to sway voters in our age of electoral politics, there were clear strategic processes and categories of tasks. On a county (and state) level, tasks included volunteer recruitment and coordination, fund raising and money management duties, a voter identification effort through intensive phone bank work, internal and external communications in the form of newsletters and media coordination, coalition building, and a specific outreach to identifiable blocks of educable voters. They needed to be registered, informed, and at the polls.

A Campus Link-up:

This obviously meant reaching out to students. Organizers felt fairly confident they would be heavily opposed to the measure if we could get them to register, to seriously consider the issue, and to the polls. My role as campus coordinator was to mobilize the campus student and faculty communities at the University of Oregon.

I saw my job as developing and directing the wave of momentum in opposition to Measure 9 and put it to best use. I provided a campus link with the state and local efforts, and helped everyone on campus know that they were part of a much larger effort. This required my participation in weekly NON/LC steering committee meetings, running weekly campus meetings of people interested in the campus campaign, and attending weekly meeting with a coalition of campus groups specifically coordinating a massive voter registration drive. Meetings for the campus campaign and for the voter registration drive began weeks before school started. Early into the semester I cut my class schedule down by half to get the job done.

I was something of an information and contact clearinghouse manager. These responsibilities required my involvement with the NON/LC steering committee to keep campus strategies and volunteer resources coordinated with other Lane County efforts. I also had to maintain a relationship with the Campus Coordinator at the state campaign office in Portland.

I would have liked more contact with the state office, but lack of adequate contact was a point of frustration for other people too. The state office was having enough trouble coordinating limited staff and equipment resources to manage the explosive growth of the campaign at their level, especially after a break-in that left equipment and files either destroyed or stolen. (Security is a real concern. Take reasonable precautions. Many of our opponents are deeply hostile to our efforts and our members, and they can be shrewd, unscrupulous tacticians.)

Developing the Campus Plan:

Campus preparations for the election began at the U of O in mid July, 1992, well before the beginning of the school year. I called a meeting of students, staff and faculty that I knew were interested in helping and who were around for the summer. Building a strategy chart and timeline, assigning tasks and forming committees early was critical because the deadline for voter registration was only three weeks into the semester and the general election was only five weeks in. We needed to have a plan for voter registration, voter education/issue visibility, faculty participation and getting out the vote. The plan had to be ready to implement on the first day of school.

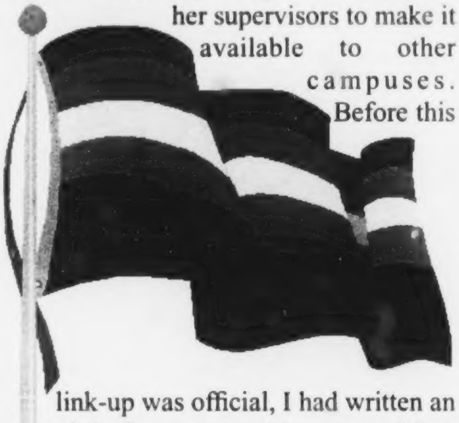
Weekly meetings on campus continued up to the election. A core of people formed who developed issue visibility strategies. As the campaign progressed, meetings became opportunities to keep people posted on progress and to brainstorm for visibility opportunities such as leafleting at games and events. Weekly meetings also served to update new people and to direct them into campus and community projects. Who attended and how many attended varied across the three month period. People decided where they were most comfortable plugging into the campaign.

Differences of opinion about strategy were easily settled by clarifying our common goal: No on 9. Strong ideas about what needed to be done could easily become a part of the whole package of strategies. Innovative thinking and personal initiative were welcome. I encouraged people to check in before starting on their own project ideas. This was to prevent duplication of efforts, to fine-tune ideas so they integrated well into the big picture, and to keep on top of what was happening. Peggy Norman, the state campaign coordinator, characterized this process as "like trying to herd cats."

The NON/LC Campus Campaign registered as an official temporary campus political organization to gain official recognition and scheduling privileges. It was important to exist as a separate organization from the campus Lesbian, Gay and Bisexual Alliance. There were several reasons for this. First, the student LGBA organization was not in a position to take on such an enormous task. They had their program agenda for the year, such as social functions and "Coming Out Day" arrangements. This division of purpose served both organizations very well. Volunteer resources were shared. Most importantly, it was critical that the campaign effort be understood by everyone as much broader than just a response to an issue of importance to gays and lesbians. The agenda of the Religious Right is a danger to everyone.

In the first weeks we established a statement of purpose, goals, identified human and organizational resources and allies, identified tasks and projects, and set out a time line. This early work provided the basic model adopted by the state campaign for campus efforts throughout the state. Because the U of O is a medium-sized university (16,000), our basic strategy could serve as a model, to be expanded or scaled back, depending on the size and resources of other schools.

We were able to generate this framework before the state campaign had hired a state-wide campus coordinator. The State Campus Campaign Coordinator was then able to package our work with her supervisors to make it available to other campuses. Before this link-up was official, I had written an article for a state-wide gay and lesbian news magazine, The Lavender Network, to outline our plan and encourage other campuses to join in.



The general campus strategy, as streamlined by the state office, involved three phases. Phase I was a voter registration drive, Phase II was a voter education/issue visibility, and Phase III was getting out the vote.

A State-Wide Meeting:

The plan included a meeting of representatives from various campuses to be held at the U of O, due to its relatively central location to key regions in the state. The meeting was held in the second week of September. Statewide, campus populations of full-time students easily represented over 60,000 votes, and it was important to get as many of them as possible. The state campus campaign coordinator came down to facilitate the workshop.

Timing of this state meeting was probably as good as it could be. We planned it to coincide with another state-wide organizational meeting that weekend, also in Eugene. This way, participants could attend both.

It would have been better, I think, to have had a meeting of campuses earlier. Some of those who attended the campus meeting were already in classes and had no time to really build and coordinate a strong plan. On some campuses, nothing at all was done. On the other hand, many students were not back from summer activities at those campuses not yet in session. These problems limited the number of people available to get busy organizing against the measure.

Perhaps two state meetings would have been better, with one scheduled earlier. But the state campaign apparatus was not ready early enough with its campus component to arrange it.

Implementation at the University of Oregon::

Phase I - Voter Registration

An outstanding voter registration drive was coordinated by a coalition of campus groups and campaigns for various candidates. All had their own interest in a strong student voter turnout Planning began several weeks before school. Once the term began, there were only two weeks to get students registered since the registration deadline was in the middle of October for the November 3rd election. We designed a dragnet style strategy which included specific approaches for the various on-campus efforts, the dorms, and the campus neighborhoods.

In the student housing outreach, voter registration cards were included in dorm registration packets and completing them was a part of the orientation process. Our student government was able to coordinate registration at numerous campus meetings and functions. They also sponsored a mass mailing of registration cards to all students. NON/LC was able to provide substantial volunteer assistance with door-to-door campus neighborhood weekend canvassing efforts. The highly publicized registration drive included drawing attention to the project by local TV, radio and print media, and of course, campus media.

All collected voter registration cards were directed through me and the NON/LC campaign office. I forwarded reduced Xerox copies to the state NON office before we turned the cards in to the local elections office. This listing of over 6,000 registered students was to be added to those collected from other campuses and used to generate a get-out-the-vote mailing list. All campus NON efforts in the state were to report weekly totals of new registered voters to the state NON office.

The registration drive was enormously successful. The U of O generated the highest level of student voter registration in the nation (per capita of the campus student population). We were told that this was why candidate Bill Clinton returned to Eugene on his last round of campaigning. By that time, Measure 9 was receiving international attention. It was exhilarating when Clinton encouraged a capacity crowd at Mac Court (sports facility) to vote "No" on 9. The crowd responded thunderously.

Phase II - Education Philosophy

The education phase of our plan had many facets. Its primary goal was to make Measure 9 as visible as possible so that people had to think about it. It was my belief that if we could get people past their reluctance to even discuss the emotionally volatile issue, we were well on the way to winning. For many people, to even say the words gay, lesbian or homosexual in this new human rights context, rather than the traditional narrow and demeaning language, would be a new experience.

Our most intensive strategy was having an information table set up every day, 9:00 a.m. until 3:00 p.m., in heavy foot traffic areas, from the first day of school until the election.

We maintained a tone of respect for the voters, many of whom would be voting for the first time. We needed to help them feel free to make up their own minds. We assumed they would be able to come to the right decision if we patiently but persistently gave them the opportunity to think about it. Our job was to make this process as smooth as possible.

We worked to help voters understand that a "No" vote was the moderate and reasonable position, while a "Yes" vote would support the dangerous extremism of the Radical Right movement — a clear threat to intellectual honesty and education in general. This approach made it easier to personalize the issue for all voters and gain credibility for the goal of defeating the measure.

It was important that the NON/LC Campus Campaign be viewed as a credible source of information. It was also important to respect everyone's process of coming to terms with questions raised by the campaign, and to have reasonable answers.

This perspective made it easy for me to tear down the more offensive stickers posted everywhere by Queer Nation. Such messages as "B*** F****** is Fun" appeared on apartment complex mailboxes, street signs and walls all around campus. I could respect the anger and fear about heterosexual privilege that motivated the stickers, but not some of the alienating, inappropriate and threatening messages. The goal was to defeat Measure 9; not deliberately offend voters. The outrage and the outrageousness associated with Queer Nation may have its place in the larger social process, but it must be managed differently when facing a vote like this — at least that was our position during the campaign in Oregon.

This example relates to one of the main problems of approach while conducting the overall campaign: a electoral campaign vs. a broad educational campaign. The rank and file don't always understand how and why these are different. An electoral campaign must hammer tested key messages to influence voters. There is seldom any time for the level of educational work required to make voters respect queer folk. That is a long range effort that goes on before and after the campaign process.

My experience on campus is that most people are interested in being tolerant of sexual diversity in their community. They only need to know that their efforts to learn are appreciated and that they will not be overly criticized as they work through varying degrees of culturally ingrained biases and misinformation.

I was impressed with the level of interest in helping by diverse members of campus and non-campus groups. Raising awareness was not a big problem because of the OCA's previous attacks at the polls on homosexuals and women's reproductive rights. Yet, especially on a campus with a constantly shifting population and first-time voters, it was critical to actively develop awareness of the OCA, its anti-human rights initiative, and the broader social agenda of the Radical Right.

Measure 9 and the year of activity leading up to the vote provided an opportunity to discuss many issues usually avoided. It also gave many people the opportunity to express their support for their lgbt friends and family members.

Strategies:

Tabling - Our most intensive strategy was having an information table set up every day, 9:00 a.m. until 3:00 p.m., in heavy foot traffic areas, from the first day of school until the election. This persistent visibility allowed us to emphasize a strong educational campaign component with the overriding electoral campaign theme. The electoral theme was that Measure 9 was about discrimination, pure and simple. Would Oregon voters decide to write discrimination against a category of citizens into the state constitution or not?

The tabling volunteer schedule was always at the table. People were encouraged to sign up for an hour here and there to help. For some, this is all they had time to do to help defeat the measure. Any level of assistance was gratefully accepted. But there were plenty of other ways to help with campus and community aspects of the campaign, and volunteer sign-up sheets were always on the table too.

For the first few weeks, tabling involved setting up each morning at the main entrance of the campus, just across from the University book store. This was the location with the heaviest campus foot traffic. All students had to pass it at one time or another. A huge sign with the No on 9 logo was mounted over the table. It said, "Please — Exercise Your Right to Make an Informed Decision." It could be read from across the street. It was designed to be a safe invitation to think.

Table staff — usually two people — answered questions, distributed literature, registered voters, sold campaign buttons, collected donations, recruited volunteers and directed people who wished to become involved with specific campaign needs.

Lively discussions occasionally erupted, but volunteers were instructed to insist the exchange remain a civil discussion of issues. If this was not possible, staff could halt the confrontation. This was usually easy to do by pointing out that the exchange was not a discussion of the issues anymore, and unless the person was interested in a respectful dialogue, they should move along. This coolheaded and direct approach is remarkably successful. the volunteers were told to choose their own comfort level with discussions, and that they did not have to get involved at all if they didn't want to.

These exchanges always attracted attention. I became aware that if handled well, they were an effective form of street theater. Discussions were never dull and they provided a forum to air things of interest to the observers. Observers almost always became more sympathetic to the "No" position, especially when able to observe the "Yes" arguments dissolve in the face of reason, and the persecution style disposition of many of the more vocal "Yes" supporters.

In the last few weeks of the campaign, we moved the table into the Student Union Building so we could show video materials. We ran a taped broadcast of the Phil Donahue show featuring local people from both sides of the issue. it never failed to attract large crowds. Other video materials included a national Canadian news program taped in Oregon, and tapes produced to counter the video materials of the OCA. The goal with the videos and campaign literature was to help people not only understand why a "No" vote was so important, but how to articulate it as well.

Tabling proved to be a very effective strategy. Campaign buttons were everywhere. They became a "must have" item for most students. Slogans included "Stop the OCA" on a neon orange button, the standard "No on 0" in pink and black, and the enormously popular "Straight but not Narrow - No on 9."

Leafleting - a key component of the visibility strategy was to simply go to events wherever we knew there would be large numbers of students. This led to weekend leafleting at football games. I coordinated these activities with volunteers from the campus and community NON/LC volunteer pool. We learned that the best time to leaflet in most cases is not while people are rushing to the gates to get their seats, but well before the game and during half-time at the tailgate parties in the parking lots.

Volunteers found the full range of responses at these events. The same pointers about tabling discussions with people apply here. Keep it conversational, keep it respectful and civil, and don't get sucked into long debates. Understand that it is okay to point out that you and the other person are talking past one another, rather than sharing ideas, and that it may be better to end the discussion. And, again, you don't have to talk at all. Organizers shouldn't assume volunteers will avoid these types of volunteer opportunities. For some, it is exactly the kind of opportunity to talk to people that puts their energy and communication talents to best use. Many voters have honest concerns that deserve a sincere reply.

It is a good idea to hold workshops for volunteers to go over common issues raised, and to role-play responses. There may be people in your community who are willing to conduct "non-defensive" communication skills workshops or similar "effective communication" trainings. Ask them!

Leafleting at games can provide an off-campus reality check. Generally, people are not likely to be as sympathetic as on many campuses. Finally, work these events in pairs. Stay safe.

Other visibility ideas - Be creative and have fun. Encourage others to take on projects. I attended a meeting early in the school year of a group called "Concerned Faculty for Peace and Justice" to encourage their involvement. I gave them an overview of the campaign on a state, local and campus level, then suggested ways they could help. They did a great job of developing some projects and encouraging student awareness and involvement.

The University bookstore made a special effort to direct its annual censorship awareness week to the issues of the campaign. They worked with some of the "Concerned Faculty" group to develop a media event drawing attention to books threatened by the measure.

Fundraising - One visibility strategy was tied to a fundraising effort. A few weeks before the beginning of school, our campus committee generated a letter to be sent out to all faculty and graduate teaching fellows (GTFs). It was a letter affirming the seriousness of Measure 9 and asking recipients to sponsor informationa and fundraising house parties, or simply to send in a donation. One group of volunteers stuffed envelopes, and the next day another group hand delivered the 2100 letters to faculty and GTF mailboxes. The mailing had to be done by hand because of campus regulations prohibiting political materials from being distributed through the campus mail system. The letter and separate donation request form were delivered in a self-addressed return envelope.

This project generated a good number of personal donations from a category of people particularly sensitive to the threat of Measure 9, and several house parties were booked. This project probably also served as a reminder to include discussion of the measure and relevant issues where appropriate in class. My only regret is that we did not tailor a similar letter to campus staff as well.

Public speaking - The visibility needs of the campus campaign provided me with opportunities to test my own potential in ways I had not expected. The most exciting and challenging opportunity was to do some public speaking. As campus representative of the larger local and statewide effort, I was called upon to speak at the Lesbian, Gay and Bisexual Alliance's "Coming Out Day" celebration and at a huge voter registration rally on the final day of registration. The campus campaign coordinator should find people who can accept these opportunities if he or she doesn't want to take them on.

Phase III - Get Out the Vote

The "Get Out the Vote" phase of the campaign on campus included two main elements. First was the strategic placement of a few huge plywood signs with maps of the precincts and their appropriate polling locations. Signs went up a week or so before the election so students could see where they need to go to vote. The second element was a van pool on election day to shuttle students to the harder-to-get-to polls. University owned vehicles were made available for this because the project in no way attempted to influence a student's vote. The Associated Students, University of Oregon (student government) coordinated both of these projects.

In preparation for election day activities, my main job was to enlist as many volunteers as possible to help with several NON/LC projects on the larger community level. These included sending people to do electioneering at the polling places, and/or making reminder phone calls to supportive voters specifically identified through earlier phone bank work.

Editor's note: This is clearly not a thorough description of a Get Out The Vote campaign. For more information, contact The Gay and Lesbian Victory Fund:

1012 14th Street NW, Suite 707
Washington DC 20005
ph: 202/VICTORY or 842-8679
f: 202/289-3863

Stress:

Mention should be made of the fever level of stress felt by everyone as the election drew near. It was hard to even think about anything else. Tension and uncertainty grew daily. Media coverage was heavy. Emotions were ragged and the threat of violence was ever-present. In early October, there had been a firebombing of a home in Salem which resulted in the deaths of a lesbian of color and a white gay man. Well after the election it was learned they were not the targets of the attack. However, the murders left a sobering mark on the rest of the campaign. Also, the climate of intolerance generated by these types of campaigns by the Religious Right is undeniable. Numerous other incidents, such as soaring reports of hate crimes and acts of intimidation, made this fact abundantly clear.

Incidents of vandalism were reported across the state in the weeks leading up to the election. One was an attack on a Catholic church in which anti-gay and anti-most-everyone-else graffiti met Sunday morning church-goers. It was all over the inside of the sanctuary. Images of this attack were included in one of the "No" on 9 television ads. In the days before the vote, people with signs from both sides of the issue lined the streets. The last message sent out by the NON/LC steering committee (over our phone tree of 600 people) urged everyone to avoid any discussion or arguments with the "Yes" on 9 demonstrators.

Conclusion::

Finally, the work paid off. Measure 9 was voted down by a moderately comfortable margin of 14%. As expected, the areas of the state with a more urban population carried the vote. Most precincts in the southern and eastern parts of the state supported the measure.

Since the general election, the OCA strategy has been to return to those counties and towns to sponsor local versions of Measure 9, called "Son of 9" initiatives. They have been quite successful with a version modeled on the more moderate language of Colorado's Measure 2. The state campaign effort disbanded after the election. The No on 9/Lane County organization has held together under the new name, "Citizens United Against Discrimination." The Citizens United organization has provided monetary and organizational assistance to rural communities in Lane County faced with the "Son of 9" initiatives, and has worked to further education about lgbt peoples and the dangers of the Religious Right.

I think the energy created at the U of O, and those campuses that were able to mount a serious No on 9 effort, served the state campaign in a strong and positive way. As Lon Mabon, Director of the OCA, said when he announced the initiative had gathered enough signatures to qualify for the ballot, the "University Influence" had kept them from collecting very many in areas with institutions of higher learning. It was my personal goal to make that university influence reach as far as possible.

It is important to remember, as pointed out at one of our post-election community debriefing meetings, that the OCA and its various incarnations in other states are part of a movement. The Radical Christian Right has a plan and a large, well heeled block of supporters who all vote. The OCA and like-minded organizations feed, direct and exploit the momentum of that movement.

Likewise, the effort to curb the agenda of the Radical Right has tremendous support. It was the job of the No on 9 campaign to manage the wave of that diverse support, to give clear articulation to mutual goals and concerns, and to give purposeful focus to action.

Final polling results showed that the U of O precincts posted the best returns in the state. Results from the precinct representing only students living in dorms defeated Measure 9 by ten to one.

NGLTF

SECTION THREE: RESOURCES

INTRODUCTION

This section contains valuable resources for lgbt organizers and activists. These resources are listed by: national organizations, statewide contacts, youth organizations, campus coalitions and campus resource offices. The list is by no means exhaustive. If you know of other resources that should be included in future editions of this manual, please notify:

NGLTF Policy Institute
2320 17th St., NW
Washington, DC 20009
ngltf@ngltf.org
http://www.ngltf.org/ngltf

National

Black Gay and Lesbian Leadership Forum / AIDS Prevention Team
1219 S. La Brea Avenue
Los Angeles CA 90019
p: 213/964-7820
f: 213/964-7830

The Black Gay and Lesbian Leadership Forum (BGLLF), is an alternative for African-American Gay men and Lesbians to exchange information and to address urgent issues facing the African-American Gay and Lesbian community. The goal of The Forum is to help strengthen existing institutions currently serving African-American Gay men and Lesbians by tapping into resources to educate and inform the African-American community, as well as non African-American organizations, of our unique contributions to African-American history. By exuding visible pride in our endeavors, we eradicate all forms of homophobia that have been intrinsic to the African-American culture.

Gay and Lesbian Alliance Against Defamation (GLAAD)
80 Varick Street #3-E
NY, NY 10013
212/966-1700

8455 Beverly Blvd., Suite 305
Los Angeles CA 90048
p: 213/658-6775
f: 213/658-6776
e-mail: glaadla@aol.com

The Gay and Lesbian Alliance Against Defamation is dedicated to improving public attitudes about lesbian, gay and bisexual lives by fighting for fair, accurate and inclusive representation in the media and entertainment industries. GLAAD focuses on mobilizing the lesbian, gay and bisexual community to respond to positive and negative media portrayals, working directly with media professionals to improve their understanding of the lesbian, gay and bisexual communities, and promoting lesbian, gay and bisexual visibility through public education campaigns.

Gay and Lesbian Latinos Unidos
PO Box 85459
Los Angeles CA 90072
p: 213/660-9681

Gay and Lesbian Victory Fund
1012 14th Street NW, Suite 707
Washington DC 20005
p: 202/VICTORY or 842.8679
f: 202/289-3863

The mission of the Gay and Lesbian Victory Fund is to elect a diverse group of gay and lesbian candidates to public office, to create a corps of talented campaign professionals who run smart, winning campaigns, and to encourage teambuilding and partnership among potential candidates and managers.

Gay, Lesbian & Straight Teachers' Network
PO Box 390526
Cambridge MA 02139-0006
p: 617/536-3597
e-mail: GLSTN@aol.com

The Gay, Lesbian & Straight Teachers' Network strives to assure that each member of every school community is valued and respected, regardless of sexual orientation. We believe that such an atmosphere engenders a positive sense of self, which is the basis of educational achievement and personal growth. Since homophobia and heterosexism undermine a healthy school climate, we work to educate teachers, students, and the public at large about the damaging effects these forces have on youth and adults alike. We recognize that forces such as racism and sexism have similarly adverse impacts on communities, and we support schools in seeking to redress all such inequities. GLSTN seeks to develop school climates where difference is valued for the contribution it makes in creating a more vibrant and diverse community. We welcome as members any individual, regardless of sexual orientation or occupation, who is committed to seeing this philosophy realized in K-12 schools.teach

Human Rights Campaign
1101 14th Street NW
Washington DC 20005
p: 202/628-4160
TTD: 202/628-4169
f: 202/347-5323

The Human Rights Campaign (HRC) works to end discrimination, secure equal rights, and protect the health and safety of all Americans. With a national staff, and volunteers and members throughout the country, HRC lobbies the federal government on lesbian, gay and AIDS issues, educates the general public, participates in election campaigns, organizes volunteers and provides public policy expertise and training at the state and local level.

Lambda Legal Defense and Education Fund
Chicago
17 East Monroe, Suite 212
Chicago IL 60603
p: 312/759-8110
f: 312/641-5454

Los Angeles
6030 Wilshire Blvd., Suite 200
Los Angeles CA 90036
p: 213/937-2728
f: 213/937-0601

New York
666 Broadway, Suite 1200
New York NY 10012
p: 212/995-8585
f: 212/995-2306

Lambda Legal Defense and Education Fund is a national organization committed to achieving full recognition of the civil rights of lesbians, gay men and people with HIV/AIDS, through impact litigation, education and public policy work. The nature of our case work makes us an important resource for other lawyers who are involved in cases which raise civil rights issues related to sexual orientation or HIV/AIDS. Lambda encourages and supports these efforts by providing materials and strategic advice based on our experience. Through public education efforts, Lambda strives to give lawyers the tools they need to do their work, and to give non-lawyers an understanding of how the law functions, how they can protect themselves, and the work that must be done in order to achieve liberty an justice for all.

National Center for Lesbian Rights
870 Market Street, Suite 570
San Francisco CA 94102
p: 415/392-6257
f: 415/392-8442

The National Center for Lesbian Rights (NCLR), is a lesbian, feminist, multi-cultural, legal resource center committed to creating a world where all lesbians can live life fully without fear of discrimination. NCLR works to change discriminatory laws and create new laws benefiting lesbians in the areas of civil rights, employment, housing, immigration, partner benefits, child custody, donor insemination, adoption, foster parenting, lesbian health, and youth rights.

▼ Lesbians of Color Project
The NCLR's Lesbians of Color Project provides legal assistance to lesbians of color; develops analysis of how racism and homophobia affect lesbians of color; designs educational programs; provides

technical assistance to lesbians of color organizations; and forms alliances with lesbian and gay civil rights groups nationally and internationally.

▼ Public Policy Project
The NCLR's Public Policy Project drafts and advocates for policies that meet the needs of lesbians; develops lesbian-centered analyzes of issues such as health care and employment discrimination; and represents lesbian perspective when lesbian and gay issues are being discussed in national forums.

▼ Youth Project
The NCLR's Youth Project works on behalf of lesbian, gay, bisexual, and transgender youth who have been adversely affected by the mental health system, the child welfare system, the criminal justice system, and the educational system. The Project provides legal representation, advocacy, and information and referral.

National Coming Out Project
1101 14th Street NW
Washington DC 20005
p: 202/628-4160
TTD: 202/628-4169
f: 202/347-5323

The National Coming Out Project, a non-profit educational project of the HRC Foundation, encourages lesbians, gay men, bisexuals and transgender people to be honest about their sexual orientation to family members, friends, and co-workers. NCOP produces pro-active events in all 50 states to issue a call to action on behalf of the lesbian and gay community, inspiring individuals to come out. NCOP conducts a national public education and visibility campaign in the gay and non-gay media. NCOP acts as a clearinghouse for support and reference material to help people of all ages at all stages of their coming out process.

National Gay and Lesbian Task Force Policy Institute
2320 17th Street NW
Washington DC 20009
p: 202/332-6483
f: 202/332-0207
TDD: 202/332-6219
e-mail: ngltf@ngltf.org
http://www.ngltf.org/ngltf

The National Gay and Lesbian Task Force Policy Institute (NGLTF) is the national resource center for grass roots lesbian, gay, bisexual and transgender activists fighting violence, anti-gay attacks by the Radical Right and job discrimination as well as working for the repeal of sodomy laws and championing proactive health care solutions for lesbians, gay men and bisexuals. In addition, NGLTF is a leading resource for the news media, providing facts about anti-gay, anti-lesbian and anti-bisexual discrimination. NGLTF is committed to building coalitions with other communities working for social change and to building the political strength of the lesbian, gay and bisexual rights movement at the grass roots level.

National Latino/a Lesbian and Gay Organization
PO Box 44483
Washington DC 20026
p: 202/544-0092

Network of Gay and Lesbian Alumni/ae Associations
NetGALA, Inc.
c/o David White
PO Box 53188
Washington DC 20009
202/387-7250
e-mail: netgala@aol.com

The Network of Gay and Lesbian Alumni/ae Associations (NetGALA), as an organization of associations, provides national leadership and support to gay/lesbian/bisexual alum groups and is a clearinghouse for information and ideas. The goals of NetGALA include facilitating communications among GALAs, providing a professional and social network, gathering information for students and GALAs, fostering educational, civic, and charitable activities benefiting the lesbian and gay community, and to encourage greater understanding, tolerance, and cooperation by colleges an universities toward their lesbian and gay graduates, students, faculty and staff.

Parents, Families and Friends of Lesbians and Gays
1101 14th Street NW, Suite 1030
Washington DC 20005
p: 202/638-4200

Parents, Families and Friends of Lesbians and Gays (PFLAG) promotes the health and well-being of gay, lesbian, and bisexual persons, their families, and friends through: support, to cope with an adverse society; education, to enlighten an ill-informed pubic; and advocacy, to end discrimination and to secure equal civil rights. PFLAG provides opportunity for dialogue about sexual orientation, and acts to create a society that is healthy and respectful of human diversity.

University Conversion Project
PO Box 748
Cambridge MA 02142
p/f: 617/354-9363
e-mail: ucp@igc.apc.org

The University Conversion Project (UCP) is a national clearinghouse which promotes peace activism and investigative journalism on campus. UCP helps young investigators uncover military and corporate ties to campuses. UCP encourages campus communities to envision and prepare for a non-violent future. The Project questions widespread military and right-wing funding on campus and advocates peaceful alternatives: full funding for scholarships, environmental research, and innovative programs in non-violent conflict resolution and human services.

STATE BY STATE

Southeast Alaska Gay & Lesbian Alliance
POB 21542
Juneau, AK 99802-1542
p: 907/586-4297

Gay & Lesbian Alliance of Alabama
POB 36784
Birmingham, AL 35236-6784
p: 205/GALAA-86

Women's Project
2224 Main St.
Little Rock, AR 72206
p: 501/372-5113
f 501/372-0009

Tucson Lesbian & Gay Alliance
POB 40301
Tucson, AZ 85717

Laurie McBride
L.I.F.E./AIDS Lobby
926 J Street Suite 1020
Sacramento, CA 95814
p: 916/444-0424

Sue Anderson
Equality Colorado
POB 300476
Denver, CO 80203

Connecticut Coalition
For L/G Civil Rights
POB 141025
Hartford, CT 06114
p: 203/233-7955

Mindy Daniels
Gay & Lesbian Activists Alliance
2 Mass. Ave. NE, Box 75265
Washington, DC 20013-7526
p: 202/667-5319

Mike Kiley
Delaware L & G Health Advocates
601 Delaware Ave, 5th Fl
Wilmington, DE 19801
p: 302/652-6776

Nadine Smith
Human Rights Task Force
1222 S. Dale Mabry #652
Tampa, FL 33629
p: 813/273-8769
email HRTF FL@aol.com

Carl Lange
G & L Alliance Against
Defamation—Atlanta
POB 5511
Atlanta, GA 30308
p: 404/876-1398
f 404/876-4051

Mark Breda
G & L Community Center
1820 University Ave. #208
Honolulu, HI 96822
p: 808/951-7000

Impact: Illinois G & L Political
Action Committee
909 W. Belmont #201
Chicago, IL 60657
p: 312/528-5868
f 312/528-5776

Vicki LeMasters
ACLU Indiana G/L Task Force
Price Building
1031 East Washington St.
Indianapolis, IN 46202
p: 317/635-4059
f 317/635-4105

Gary Barlow
People Like Us Idaho
POB 4534
Coeur D'Alene, ID 83814
p: 208/667-4523
email garyb@ieway

Carla Wallace
Fairness Campaign
185 Coral
Louisville, KY 40206
p: 502/893-0788
f 502/896.0577

Brian Hartig
Louisiana Electorate of Gays and Lesbians
POB 70344
New Orleans, LA 70172-0344
p: 504/525-7117

Barbara Boring
Massachusetts G/L Political Caucus
POB 246 State House
Boston, MA 02133
p: 617/262-1565

Gay and Lesbian Community
Center of Baltimore (glccb)
241 W. Chase Street
Baltimore, MD 21201
p: 410/837-5445

Maine Lesbian & Gay Political Alliance
POB 232
Hallowell, ME 0437
p: 207/761-3732

Triangle Foundation
19641 W. Seven Mile Rd.
Detroit, MI 48219
p: 313/537-3323
f: 313/537-3379
email trijeffm@aol.com

Ann DeGroot
Gay/Lesbian Community Action Council
310 East 38th Street #204
Minneapolis, MN 55409
p: 612/822-0127
f 612/822-8786
email glcacmpls@aol.com

Leah Edelman
Privacy Rights
Education Project
POB 24106
St. Louis, MO 63130
p: 314/862-4900
f: 314/862-8155

Mississippi Gay & Lesbian Task Force
POB 7737
Jackson, MS 39284-7737
p: 601/373-8610

Pride Inc.
POB 775
Helena, MT 59624
p: 406/442-9322
f: 406/442-5589
email pride123@aol.com

Kenda Kirby
North Carolina Coalition
For G/L Equality
POB 61392
Durham, NC 27715
p: 919/286-1378

Prairie Lesbian & Gay Community (covers North Dakota)
POB 83
Moorhead MN 56560
p: 701/235-7335

Citizens Alliance For Gay & Lesbian Rights
POB 730
Concord, NH 03302
p: 603/224-1686

Scott Winkler
Citizens For Equal Protection
Box 55548
Omaha, NE 68155-0548
p: 402/398-3027

New Jersey Lesbian & Gay Coalition
POB 1431
New Brunswick, NJ 08901
p: 908/793-3603

Martha Trollen
New Mexico Lesbian and Gay Political Alliance
PO 25191
Albuquerque, NM 87125
p: 505/242-6781
email MoJoTro@aol.com

Empire State Pride Agenda
79 Central Ave.
Albany, NY 12206
p: 518/433-0134
f: 518/432-4864

The Center
POB 60301
Las Vegas, NV 60301
p: 702/733-9800

Cindy Abel
Stonewall Cincinnati
POB 954
Cincinnati, OH 45201
p: 513/541-8778
f: 513/541-8966
email Stonewallc@aol.com
CLASWC@aol.com

Tulsa Oklahomans for Human Rights
POB 52729
Tulsa, OK 74152
p: 918/743-GAYS

Julie Davis
Basic Rights Oregon
POB 40625
Portland, OR 97240
p: 503/222-6151
f: 503/222.6418
email socpac@aol.com

Chris Young
League of Lesbian and Gay Voters
3rd Floor 5100 Penn. Ave.
Pittsburgh, PA 15224
p: 412/661-667

James Stascavage
Rhode Island Alliance For
Lesbian & Gay Civil Rights
POB 5758
Weybosset Hill Station
Providence, RI 02903-0758
p: 401/521-4297
f: 401/273.0540
email rialliance@aol.com

South Carolina Gay & Lesbian
Pride Movement, Inc.
POB 12648
Columbia, SC 29211
p: 803/771-7713

Barry Wick
South Dakota Gay, Lesbian and Bisexual
Federation
13121 South Creek View Rd.
Rapid City, SD 57702
f: 605/343.4389
email tomlhe@aol.com

Rhonda White
Lesbian & Gay Coalition For Justice
POB 22901
Nashville, TN 37202
p: 615/298-5425

Diane Hardy-Garcia
Lesbian and Gay Rights Lobby of Texas
POB 2579
Austin, TX 78768
p: 512/474-5475
f: 512/474-4511

Gay and Lesbian Utah Democrats
POB 11311
Salt Lake City, UT 84147-0311
p: 800/238-2526

Shirley Lesser
Virginians For Justice
POB 342
Richmond, VA 23218
p: 804/643-4816
f: 804/643.2050
email va4justice@aol.com

Jim Morgan
Vermonters Human Rights Commission
Montpelier, VT
p: 802/828-2480

Lorrie McKay
Hands Off Washington
POB 4828
Seattle, WA 98104
p: 206/323-5191
f: 206/323.3560

Stephanie Hume
Human Rights League For Lesbians and
Gays
POB 92674
Milwaukee, WI 53202
p: 414/228-1921
email Irish9milw@aol.com

Greg Proctor
West Virginia Lesbian & Gay Coalition
Box 11033
Charleston, WV 25339
p: 304/343-7305

YOUTH

Bridges Project
c/o American Friends Service Committee
1501 Cherry Street
Philadelphia PA 19102
p: 215/241-7133
f: 215/241-7119
e-mail: bridgespro@aol.com

The Bridges Project was created to establish a nationwide network of programs and organizations supporting lesbian, gay, bisexual and transgender (lgbt) youth. The main goals of the Project are to assist organizations and programs working with sexual minority youth and to encourage all other youth-serving organizations to respond to the needs of lgbt youth. By sharing information and resources nationwide, encouraging all youth-serving agencies to actively include lgbt youth, and assisting in the development of national events, the Bridges Project helps to facilitate effective, lasting work on lgbt youth issues.

Camp Lavender Hill
1000 Sir Francis Drake Blvd., #12
San Anselmo CA 94960
p: 707/544-8150
p: 415/252-5727

Camp Lavender Hill is a summer camp for children of lesbian, gay, bisexual families. Camp Lavender Hill creates a community for children and adolescents, ages 7-17. Counselors are ages 18-23 who either have grown up in lesbian, gay, bisexual families or are lesbian, gay, bisexual. Because children, adolescents and young people of all ages have a strong need for acceptance, validation and a sense of belonging, CLH provides them an alternative to traditional summer camp by providing the opportunity to celebrate differences and similarities in a safe and supportive environment. The camp's goal is to provide a community experience which nurtures and enhances the development of self esteem in its participants.

Hetrick-Martin Institute
2 Astor Place
New York NY 10003-6998
p: 212/674-2400
f: 212/674-8650
TTY: 212/674-8695

The Hetrick-Martin Institute is a not-for-profit social service, education, and advocacy organization dedicated to meeting the needs of lesbian, gay, and bisexual youth, homeless adolescents, and all youth who are coming to terms with issues of sexuality. The Hetrick-Martin Institute empowers them, advocates for their diverse interests and educates society about them.

Lavender Youth Recreation & Information Center
127 Collingwood
San Francisco CA 94114
p: 415/703-6150
f: 415/703-6153

The Lavender Youth Recreation & Information Center (LYRIC) provides social and recreational activities for lesbian, gay, bisexual and transgender youth, including weekly rap groups, dances, hikes, camping trips, softball and basketball teams. As a non-profit, cross cultural, grass roots organization, our main goals are to provide a safe and supportive environment for lesbian, gay and bisexual youth; and to empower them to take leadership roles in our organization and within their respective communities.

Lesbian and Gay Community Services Center
208 West 13th
New York NY 10011
p: 212/620-7310

- The Youth Enrichment Services (YES) is a program of the Lesbian and Gay Community Services Center. This program gives lesbians, gay, bisexual and transgender youth the chance to explore their special issues in a healthy, alcohol- and drug-free environment that is affirming of their sexual identities. YES is designed to provide these young people with the opportunity to meet on another, develop peer-support systems, and create a sense of belonging in larger community. YES is an activities-based prevention program that focuses on workshops that promote self-expression, such as improvisational theater, creative writing, video production, visual arts, journalism, and leadership development for the youth-run youth group, BiGLYNY.

- The Bisexual, Gay and Lesbian Youth of New York (BiGLYNY), is an organization created by an for the youth of the bisexual, gay and lesbian community, to provide them with the support they can only receive via a social network designed to offer: Acceptance, Education, Integrity, Respect, Safety, Unity and the Initiative of leadership. It hopes to empower its members to take control of their own lives, the world around them and to meet the changing and diverse needs of our community and its younger members.

National Advocacy Coalition on Youth & Sexual Orientation
1025 Vermont Avenue NW, Suite 200
Washington DC 20005
p: 202/783-4165 x 49
f: 202/347-2263

The National Advocacy Coalition on Youth and Sexual Orientation advocates for and with young people who are lesbian, gay, or bisexual as well as youth with gender identity issues. The Coalition seeks to end discrimination against these youth and to ensure their physical and emotional well-being. The Coalition is committed to educating policy makers, youth-serving organizations, and government agencies about these young people and the issues confronting them. The goals of the Coalition are to support youth who face discrimination based on their sexual orientation or gender identity.

Project 10
Fairfax High School
7850 Melrose Avenue
Los Angeles CA 90046
p: 213.651.5200 ext. 244
p: 818.577.4553

Project 10 is an on-campus counseling program to meet the needs of adolescent lesbian/gays in the educational system. The focus of the model is education, reduction of verbal and physical abuse, suicide prevention and accurate AIDS information. Project 10 is committed to keeping students in school, off drugs and sexually responsible. Project 10 attempts to improve self-esteem among lesbian/gay youth by providing accurate information and non-judgmental counseling on issues of sexual orientation Project 10 also is of benefit to the non-gay population in that the program furthers one of the missions of public education which is to teach children how to live peacefully in an increasingly diverse society. Project 10 is best described as a dropout prevention program, and the methods involved in its implementation are much the same as other dropout prevention programs. The only difference is in the target group, lesbian/gay youth, a group that has been traditionally undeserved by the educational system.

United States Student Association
815 15th Street NW, Suite 838
Washington DC 20005
p: 202/347-USSA or 347-8772
e-mail: ussa@aascu.nche.edu

The United States Student Association is the recognized voice for students in Washington DC. USSA voices student concerns on issues affecting access to education such as financial aid, campus safety, student rights, tax laws, and student voter registration. Our power as students comes from being an organized force that holds our nation's leaders accountable to students. USSA enjoins students from all different backgrounds to fight for an education which is accessible to all persons, regardless of gender, ethnic background, sexual orientation, physical ability, or ability to pay. USSA Caucuses:

▼ National Lesbian, Gay & Bisexual Student Caucus

▼ National Lesbian, Gay & Bisexual Students of Color Caucus

CAMPUS LGBT COALITIONS

New England Network
c/o Kristen Renn
Assistant Dean of Student Life and Liaison for LGB Concerns
Office of Student Life, Box P
Brown University
Providence RI 02912
p: 401/863-3145
f: 401/863-1999
e-mail: kristen_renn@brown.edu

The purpose of New England Network shall be to facilitate an exchange of information among lesbian, gay, bisexual, and transgender student organizations in New England and the larger community; to create and maintain an archive/resource center that will serve as a central and accessible record of the actions, experiences, resources, and suggestions of lgbt student organizations in NE-Net; to provide a forum for furthering the goals of lgbt student organizations in NE-Net; to assist newly formed and forming lgbt student organizations and to sponsor a New England-wide lgbt student conference at least once a year.

University of California Lesbian, Gay & Bisexual Association
Charles Outcalt
UCLA LGBT Resources Office
220 Kinsey Hall, Box 951579
Los Angeles, CA 90095-1579

The University of California Lesbian, Gay and Bisexual Association (UCLGBA) is the University of California system wide lesbian, gay, bisexual and transgender constituent organization and umbrella groups. All nine campuses, the UC managed national laboratories and the UC Office of the President are members of the association. UCLGBA sponsors the annual system-wide lgbt conference and seeks to coordinate the efforts of the various campuses, to provide communication, and to provide leadership of major system wide issues.

Upstate New York Gay & Lesbian Intercollegiate Network
c/o Rachael Brister and Lisa Peters
Wilson Commons 101J
Rochester NY 14627
p: 716/275-9379
f: 716/473-2404
e-mail:
Rachael- rb007c@uhura.cc.rochester.edu
e-mail:
Lisa- lpoo2c@uhura.cc.rochester.edu

The Upstate New York Gay and Lesbian Intercollegiate Network (UNYGALIN) is an organization that allows for the sharing of ideas on matters that are relevant to gay, lesbian, and bisexual student associations on college campuses. Issues such as creative programming, membership retention, budgeting, support services, and campus visibility are some of our focuses.

LGBT Resource Offices at U.S. Colleges and Universities (as of October 1995)

American University
Sexual Minority Resource Center
409 Butler Pavilion
4400 Massachusetts Ave.
Washington, DC 20016-8164

✪ **Brown University**
Lesbian, Gay, Bisexual Resource Center
Box P
Brown University
Providence, RI 02912
p: 401/863-3145
email kristen_renn@brown.edu.
Contact Kris Renn

✪ **Cornell University**
Lesbian, Bisexual, Gay Resource Office
G-16 Anabel Taylor Hall
Ithaca, NY 14853-1601
p: 607/254-4987 or 607/255-8123
email scl3C@cornell.edu
Contact: Susan Lerner

✪ **Duke University**
University Center for Lesbian, Gay & Bisexual Life
211 Flowers
PO Box 90958
Durham, NC 27708
p: 919/684-6607
email lgbcenter@acpub.duke.edu
Contact: Beth Steenberg

✪ **Emory University**
Office of Lesbian, Gay & Bisexual Student Life
P.O. Box 24075
Atlanta, GA 30322
p: 404/727-2136
f: 404/727-4774
email schesnut@vader.cc.emory.edu
Contact: Saralyn Chesnut

✪ **Indiana University**
Gay, Lesbian & Bisexual Student Support Services
705 E. 7th St.
Bloomington, IN 47405
p: 812/855-4252
email glbserv@indiana.edu
Contact: Douglas Bauder

Mankato State University
Lesbian, Gay, Bisexual Center (formerly Alternative Lifestyles Office)
Box 4
Mankato State University
Mankato, MN 56001
p: 507/389-5131
email wokris@vax1.mankato.msus.edu
Contact: Kristina Wolff

✪ **Metro State College of Denver**
Lesbian, Gay, Bisexual Resource Center, Campus Box 39
P.O. Box 173362
Denver, CO 80217-3362
p: 303/556-6333
Contact Karen Benson

✪ **Michigan State University**
Asst. for LesBiGay Concerns
Student Services
MSU
East Lansing, MI 48823
p: 517/355-8286
Contact: Brent Bilodeau

Northwestern University
Michael Bailey
Department of Psychology
e-mail: jm-bailey@nwu.edu

✪ **Ohio State University**
Office for Gay, Lesbian and Bisexual Student Services
340 Ohio Student Union
1739 North High Street
Columbus, OH 43210
p: 614/292-6200
f: 614/292-4462
Contact: Dorothy Painter

Pennsylvania State University
Committee on LGB Equity, Office of the Vice Provost for Educational Equity
314 Grange Building
University Park, PA 16802
p: 814/863-7890
Contact: Anne Ard

Princeton University
Princeton Lesbian, Gay & Bisexual Association
306 Aaron Burr Hall
Princeton, NJ 08544
p: 609/258-4522
e-mail:handler@phoenix.princeton.edu
Contact: Jennifer Handler

Purdue University
p: 317/496-1647
Contact: Richard Morris

✪ **Rutgers University**
Office of Diverse Community Affairs and Lesbian-Gay Concerns
115 College Ave., Rm. 105
New Brunswick, NJ 08903
p: 908/932-1711
f: 908/932-8160
email cclarke@gandalf.rutgers.edu
Contact Cheryl Clarke

✪ **Stanford University**
Lesbian, Gay and Bisexual Community Center
Box 8265
Stanford, CA 94309
p: 415/725-3112
f: 415/725-7713
email troy.gilbert@forsythe.stanford.edu.
Contact: Troy Gilbert

✪ **University of California, Irvine**
Lesbian, Gay, Bisexual Resource Center
106 Gateway Commons
Irvine, CA 92717-5125
p: 714.824.3169
f: 714-824-3412
Contact: Pat Walsh
email: plwalsh@uci.edu

✪ **University of California, Los Angeles**
Lesbian, Gay and Bisexual and Transgender Resources Office
220 Kinsey Hall
Box 951579
UCLA
Los Angeles, CA 90095-1579
p: 310/206-3628
f: 310/206-8191
email coutcalt@saonet.ucla.edu
Contact: Charles Outcalt

✪ **University of California, Riverside**
Lesbian, Gay and Bisexual Resource Center
UC Riverside
250 Costo Hall, University Commons
Riverside, CA 92521-0151
p: 909/787-2267 or 909/787-6414
f: 909/787-7365
email sshum@ucrac1.ucr.edu
Contact: Steven Shum

University of Colorado, Boulder
Gay, Lesbian & Bisexual Resource Center
Campus Box 103
Willard Hall 304
Boulder, CO 80309-0103
p: 303/492-2966
email glbrc@stripe.colorado.edu
Contac: t Joanna C. Dueñas

✪ **University of Illinois**
Office of Lesbian, Gay, Bisexual Concerns
707 S. Matthews Ave.
4080 F.L.B.
Urbana, IL 61801
p: 217/333-3390
f: 217/356-6298
email jflee@ux1.cso.vivc.edu
Contact: James F. Lee-Van Patten

University of Iowa
Office of the Provost
114 Jessup Hall
Iowa City, IA 52242
p: 319/335-3555
Contact: Rusty Barcelo

✪ **University of Massachusetts**
The Stonewall Center (previously The Program for Gay, Lesbian and Bisexual Concerns)
Crampton House, SW
University of Massachusetts
Amherst, MA 01003
p: 413/545-4824
f: 413/545-6667
email pglbc@stuaf.umass.edu
Contact: Felice Yeskel

✪ **University of Michigan**
Lesbian, Gay, Bisexual Programs Office
3116 Michigan Union
University of Michigan
Ann Arbor, MI 48109-1349
p: 313/763-4186
f: 313/747-4133;
email sanlo@umich.edu
Contact: Ronni L. Sanlo

✪ **University of Minnesota**
Gay, Lesbian, Bisexual & Transgender Programs Office
University of Minnesota
429 Walter Library
117 Pleasant St. SE
Minneapolis, MN 55454
p: 612/626-9765
f: 612/626-9622
email zemsk002@maroon.tc.umn.edu
Contact: Beth Zemsky

✪ **University of Oregon**
Lesbian, Gay and Bisexual Association Office
EMU 319
University of Oregon
Eugene, OR 97403-5216
p: 503/346-1134
f: 503/346-5811
email carnahan@oregon.uoregon.edu
Contact: Stephanie Carnahan

❂ **University of Pennsylvania**
Program for the Lesbian, Gay, and Bisexual Community at Penn
3537 Locust Walk, 3rd Fl.
Philadelphia, PA 19104-6225
p: 215/898-5044
f: 215/573-2594
email bobs@pobox.upenn.edu
Contact: Robert Schoenberg

University of Wisconsin–Madison.
Liaison to the LGB Campus Community,
Assistant to the Dean
Dean of Students Office
84 Bascom Hall
500 Lincoln Drive
Madison, WI 53706
p: 608/265-2407 or 608/263-5700.
Contact: Janice R. Sheppard

❂ **Tufts University**
Lesbian, Gay and Bisexual Resource Center
134A Lewis Hall
Medford, MA 02155
p: 617/627-3770
f: 617/627-3059

❂ **Wayne State University**
Lesbian, Gay, Bisexual Program
573 SCB
Detroit, MI 48202-3913
p: 313/577-3398
f: 313/577-0617
email iremsbu@teadmin.stuaffrs.
wayne.edu
Contact Lynne Remsburg

❂ **Western Michigan University**
Advisor for Lesbian, Bisexual and Gay Men's Issues
2117 Faunce Student Services Building
Office of Student Life
Kalamazoo, MI 49008-5074
p: 616/387-2123
f: 616/387-2554
email stlf_lbgoffc@wmich.edu
Contact: Bob Moore

❂ **Professionally Staffed Office**